DOCUMENT RESUME

ED 037 197 JC 700 051

AUTHOR	Walker, John E.
TITLE	Academic Performance of Native and Transfer Students in the Upper Division of the University of Florida 1966-1968.
INSTITUTION	Florida Univ., Gainesville. Inst. of Higher Education.
PUB DATE	69
NOTE	312p.
EDRS PRICE	EDRS Price MF-$1.25 HC-$15.70
DESCRIPTORS	*Academic Performance, Grade Point Average, *Grade Prediction, *Junior Colleges, *Longitudinal Studies, Predictive Ability (Testing), *Transfer Students
IDENTIFIERS	Florida

ABSTRACT

A study designed to assess the academic performance of native and transfer students in the upper division of the University of Florida was launched to analyze and compare grade point averages, attrition rates, and progress towards graduation of various groups admitted to the program and to determine whether previous academic performance is related to performance at that institution. "Native" students were those admitted to the upper division after completing two years in the University College of the University of Florida; "transfer" students were those who completed two years at Florida public junior colleges or elsewhere. Native students made better grades in the upper division, had a lower attrition rate, and progressed more rapidly towards graduation than did the transfer students. (Author/MS).

ED037197

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ACADEMIC PERFORMANCE OF NATIVE AND TRANSFER STUDENTS
IN THE UPPER DIVISION OF
THE UNIVERSITY OF FLORIDA, 1966-1968

by

JOHN E. WALKER

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1970

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

Office of Academic Affairs, University of Florida
Gainesville, Florida
1969

JC 700 051

ACKNOWLEDGEMENTS

It would have been impossible to undertake this study without the cooperation of many people.

The Office of Academic Affairs of the University of Florida is responsible for setting up the study, for defining its scope and purposes, and for providing the necessary financial support.

The Institute of Higher Education supervised the general progress of the study and served as liason between the University and the public junior colleges of Florida, and an advisory committee from the junior colleges offered invaluable support and encouragement.

Mr. Richard H. Whitehead, Director of Admissions and Registrar, and Mr. James L. Morgan, Director of Data Processing, who originally conceived the necessity for the study, established the basic data banks and made numerous helpful comments and suggestions; and the data processing personnel of the Registrar's Office processed the data.

The University College and the Department of Social Sciences freed me of my teaching duties so that I could devote my time and energies to this study.

I am especially indebted to Dr. Roy L. Lassiter, Jr., Dean of Faculties of the University of Florida, and Dr. James L. Wattenbarger, Director of the Institute of Higher Education, for their counsel, suggestions, and critical commentary.

My thanks are also due Mrs. Rebecca Leacock, who prepared the final copy of the text and tables, and Miss Stephanie Ferrell, Mrs. Grace Hester, and Mr. Jack S. Funkhouser, Director of the University of Florida Teaching Resources Center, and his staff for the preparation of the graphs.

John E. Walker
November 20, 1969

TABLE OF CONTENTS

Acknowledgements ii

List of Tables v

List of Figures viii

An Overview of the Study xviii

Purposes of the Study 1

Review of Related Research 3

Methods 6

Examination of the data 12

- Comparative academic performance in the upper division 12
- Twelfth grade test scores and academic performance 38
  - Twelfth grade test scores and upper-division grade-point averages 44
  - Twelfth grade test scores and academic probations 63
  - Twelfth grade test scores and withdrawals 68
  - Twelfth grade test scores and suspensions 68
  - Twelfth grade test scores and attrition 73
  - Twelfth grade test scores and progress towards graduation 82
- Grades in the lower and upper divisions 87
- Lower-division grades and academic performance 99
  - Lower-division grade-point averages and upper-division grade-point averages 99

Lower-division grade-point averages and academic probations 107

Lower-division grade-point averages and withdrawals 107

Lower-division grade-point averages and suspensions 110

Lower-division grade-point averages and attrition 115

Lower-division grade-point averages and progress towards graduation 117

Summary of Findings and Some Unanswered Questions 120

Suggested Future Research 132

Appendix 139

How to read the tables 141

Appendix tables 148

LIST OF TABLES

Table | Page
1 Mean grade-point averages over an eight-term period of students admitted to the upper division from all major institutions in the fall term of 1966 13

2 Mean grade-point averages over an eight-term period of students admitted to various colleges of the upper division from the University College and the public junior colleges of Florida in the fall term of 1966 15

3 Withdrawals in the fall term of 1966 of students admitted to the upper division from all major institutions in the fall term of 1966 20

4 Suspensions in the winter term of 1967 of students admitted to the upper division from all major institutions in the fall term of 1966 21

5 Progress towards graduation of students admitted to two-year upper-division programs from the University College in the fall term of 1966 33

6 Progress towards graduation of students admitted to two-year upper-division programs from the public junior colleges of Florida in the fall term of 1966 34

7 Progress towards graduation of students admitted to three-year upper-division programs from the University College in the fall term of 1966 36

8 Progress towards graduation of students admitted to three-year upper-division programs from the public junior colleges of Florida in the fall term of 1966 37

9 Mean grade-point averages over an eight-term period of students admitted to the upper division from the various individual public junior colleges of Florida in the fall term of 1966 39

10 Mean placement test scores of students admitted to the upper division from all major institutions in in the fall term of 1966 43

11 Mean placement test scores of native students over eight terms in the upper division and of native students who had graduated by the end of the summer term of 1968 78

List of tables continued

Table Page

12 Mean placement test scores of public junior college transfers over eight terms in the upper division and of public junior college transfers who had graduated by the end of the summer term of 1968 80

13 Mean placement test scores of other transfers over eight terms in the upper division and of other transfers who had graduated by the end of the summer term of 1968 81

14 Mean lower-division and upper-division grade-point averages of students admitted to the upper division from all major institutions in the fall term of 1966 88

15 Mean lower-division and upper-division grade-point averages of native students admitted to various upper-division colleges in the fall term of 1966 89

16 Mean lower-division and upper-division grade-point averages of public junior college transfers admitted to various upper-division colleges in the fall term of 1966 90

17 Mean lower-division and upper-division grade-point averages of transfers from the individual public junior colleges admitted to the upper division in the fall term of 1966 91

18 Mean lower-division and upper-division grade-point averages of native students admitted to the upper division in the fall term of 1966 over eight terms in the upper division 94

19 Mean lower-division and upper-division grade-point averages of public junior college transfers admitted to the upper division in the fall term of 1966 over eight terms in the upper division 96

20 Mean lower-division and upper-division grade-point averages of other transfers admitted to the upper division in the fall term of 1966 over eight terms in the upper division 98

21 Mean lower-division grade-point averages of native students admitted to the upper-division in the fall term of 1966 over eight terms in the upper division 116

List of tables continued

Table | Page

22 Mean lower-division grade-point averages of public junior college transfers admitted to the upper division in the fall term of 1966 over eight terms in the upper division 118

23 Mean lower-division grade-point averages of other transfers admitted to the upper division in the fall term of 1966 over eight terms in the upper division 119

24 Coefficients of correlation between placement test scores and upper-division grade-point averages and between lower-division grade-point averages and upper-division grade-point averages for native students, public junior college transfers, and other transfers who had graduated by the end of the summer term of 1968 and who were still enrolled in school in the fall term of 1968 129

25 Mean placement test scores, lower-division grade-point averages, and upper-division grade-point averages of students admitted to the upper division from all major institutions in the fall terms of 1966 and 1967 133

LIST OF FIGURES

Figure		Page
1	Proportions of students admitted to upper division in each term from all institutions, fall, 1966, through fall, 1967	8
2	Academic record of native students in upper division, 1966-1968	16
3	Academic record of public junior college transfers in upper division, 1966-1968	17
4	Academic record of other transfers in upper division, 1966-1968	18
5	Proportions of students admitted to upper division in the fall term of 1966 that graduated, were still enrolled, or dropped out of school	23
6	Proportions of registrations by students from all institutions that resulted over eight terms in upper division in grade-point averages of 2.0 and above, probations, suspensions, withdrawals, or other	24
7	Proportions of registrations by native students, public junior college transfers, and other transfers that resulted in grade-point averages of 3.0 and above over eight terms	25
8	Proportions of registrations by native students, public junior college transfers, and other transfers that resulted in grade-point averages of less than 2.0 over eight terms	25
9	Proportions of students admitted to the College of Architecture and Fine Arts in the fall of 1966 that graduated, were still enrolled, or dropped out of school	27
10	Proportions of students admitted to the College of Arts and Sciences in the fall of 1966 that graduated, were still enrolled, or dropped out of school	28
11	Proportions of students admitted to the College of Business Administration in the fall of 1966 that graduated, were still enrolled, or dropped out of school	29

List of figures continued

Figure		Page
12	Proportions of students admitted to the College of Education in the fall of 1966 that graduated, were still enrolled, or dropped out of school	30
13	Proportions of students admitted to the College of Engineering in the fall of 1966 that graduated, were still enrolled, or dropped out of school	31
14	Proportions of students admitted to the College of Journalism and Communications in the fall of 1966 that graduated, were still enrolled, or dropped out of school	32
15	Academic record in the first term of transfers admitted to upper division from the public junior colleges of Florida in the fall term of 1966	40
16	Proportions of registrations by students from individual junior colleges over eight terms in upper division that resulted in grade-point averages of 2.0 and above, suspensions, academic probations, withdrawals or other	41
17	Progress towards graduation of students admitted to upper division from the various public junior colleges of Florida in the fall of 1966 who graduated, were still enrolled, or dropped out of school	42
18	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	45
19	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	45
20	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	46
21	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	46

List of figures continued

Figure		Page
22	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	48
23	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	48
24	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	49
25	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 2.0 and above over eight terms in upper division	49
26	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	51
27	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	51
28	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	52
29	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	52
30	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	53
31	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division	53

List of figures continued

Figures Page

32 Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in Grade-point averages of 3.0 and above over eight terms in upper division 54

33 Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of 3.0 and above over eight terms in upper division 54

34 Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 55

35 Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 55

36 Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 56

37 Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 56

38 Proportions of registrations by native students that resulted, when prouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 57

39 Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 57

40 Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 58

41 Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in grade-point averages of less than 2.0 over eight terms in upper division 58

List of figures continued

Figures		Page
42	Rank order of students admitted to the upper division from all institutions in the fall term of 1966 according to 12th Grade Test Scores and first term upper-division grade-point averages	59
43	Rank order of transfers from individual public junior colleges admitted to the upper division in the fall term of 1966 according to 12th Grade Test Scores and first-term upper-division grade-point averages	60
44	Rank order of students admitted to the upper division from all institutions in the fall term of 1966 according to 12th Grade Test Scores and overall upper-division grade-point averages	61
45	Rank order of transfers admitted to the upper division from individual public junior colleges in the fall of 1966 according to 12th Grade Test Scores and overall upper-division grade-point averages	62
46	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in academic probations	64
47	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in academic probations	64
48	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in academic probations	65
49	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in academic probations	65
50	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in academic probations	66
51	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in academic probations	66
52	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in academic probations	67

List of figures continued

Figures		Page
53	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in academic probations	67
54	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in withdrawals	69
55	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in withdrawals	69
56	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in withdrawals	70
57	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in withdrawals	70
58	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in withdrawals	71
59	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in withdrawals	71
60	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in withdrawals	72
61	Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in withdrawals	72
62	Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in suspensions	74
63	Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in suspensions	74
64	Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in suspensions	75

List of figures continued

Figures Page

65 Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in suspensions 75

66 Proportions of registrations by native students that resulted, when grouped by 12th Grade Test Scores, in suspensions 76

67 Proportions of registrations by public junior college transfers that resulted, when grouped by 12th Grade Test Scores, in suspensions 76

68 Proportions of registrations by other transfers that resulted, when grouped by 12th Grade Test Scores, in suspensions 77

69 Proportions of registrations by all students that resulted, when grouped by 12th Grade Test Scores, in suspensions 77

70 Proportions of native students that graduated when grouped by 12th Grade Test Scores 83

71 Proportions of public junior college transfers that graduated when grouped by 12th Grade Test Scores 83

72 Proportions of other transfers that graduated when grouped by 12th Grade Test Scores 84

73 Proportions of all students that graduated when grouped by 12th Grade Test Scores 84

74 Proportions of native students that graduated when grouped by 12th Grade Test Scores 85

75 Proportions of public junior college transfers that graduated when grouped by 12th Grade Test Scores 85

76 Proportions of other transfers that graduated when grouped by 12th Grade Test Scores 86

77 Proportions of all students that graduated when grouped by 12th Grade Test Scores 86

78 Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 2.0 and above over eight terms in upper division 100

List of figures continued

Figures		Page
79	Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 2.0 and above over eight terms in upper division	100
80	Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 2.0 and above over eight terms in upper division	102
81	Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 2.0 and above over eight terms in upper division	102
82	Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 3.0 and above over eight terms in upper division	103
83	Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in grade point averages of 3.0 and above over eight terms in upper division	103
84	Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 3.0 and above over eight terms in upper division	104
85	Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of 3.0 and above over eight terms in upper division	104
86	Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of less than 2.0 over eight terms in upper division	105
87	Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in grade-point averages of less than 2.0 over eight terms in upper division	105
88	Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in grade-point averages of less than 2.0 over eight terms in upper division	106

List of figures continued

Figures — Page

89 Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in grade-point averages of less than 2.0 over eight terms in upper division 106

90 Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in academic probations 108

91 Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in academic probations 108

92 Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in academic probations 109

93 Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in academic probations 109

94 Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in withdrawals 111

95 Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in withdrawals 111

96 Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in withdrawals 112

97 Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in withdrawals 112

98 Proportions of registrations by native students that resulted, when grouped by lower-division grade-point averages, in suspensions 113

99 Proportions of registrations by public junior college transfers that resulted, when grouped by lower-division grade-point averages, in suspensions 113

100 Proportions of registrations by other transfers that resulted, when grouped by lower-division grade-point averages, in suspensions 114

List of figures continued

Figures		Page
101	Proportions of registrations by all students that resulted, when grouped by lower-division grade-point averages, in suspensions	114
102	Proportions of native students that graduated when grouped by lower-division grade-point averages	121
103	Proportions of public junior college transfers that graduated when grouped by lower-division grade-point averages	121
104	Proportions of other transfers that graduated when grouped by lower-division grade-point averages	122
105	Proportions of all students that graduated when grouped by lower-division grade-point averages	122

An Overview of the Study

This is the first phase of a massive, longitudinal study designed to assess the academic performance of native and transfer students in the upper division of the University of Florida; to analyze and compare the grade-point averages, attrition rates, and progress towards graduation of the various groups admitted to the University's upper-division colleges; and, ultimately, to determine whether previous academic performance--i.e., scores on the Florida State-Wide Twelfth Grade Testing Program and lower-division grade-point averages--is related to academic performance in the upper division and thus is useful for predictive purposes.

Native students are defined as students admitted to the upper division after completing the first two years of college in the University College of the University of Florida.

Transfer students are defined as students admitted to the upper division after completing the first two years of college in an institution other than the University College--i.e., in the public junior colleges of Florida or in other junior colleges and senior institutions.

Although the emphasis in this initial phase is on the collection, organization, and description of raw data related to the long-range purposes of the study, certain findings are already apparent.

The data in hand indicate that:

▶ Native students had a higher mean score than transfer students on the Florida State-Wide Twelfth Grade Testing Program--indeed, more than 100 point higher.

▶ Native students had a lower lower-division grade-point average than transfer students.

- Native students had a higher grade-point average than transfer students in the first term in the upper division.
- The grade-point average of every transfer group was lower in the first term in the upper division than its lower-division average.
- Native students had a higher grade-point average in the first term of upper-division work than in the lower division.
- The grade-point average of every major group, transfer as well as native, rose over the period of upper-division work.
- The cumulative upper-division grade-point average of transfer students was lower than their lower-division grade-point average.
- The cumulative upper-division grade-point average of transfer students was lower than the cumulative upper-division average of native students.
- A larger percentage of native students than transfer students made grade-point averages of 2.0+ in the upper division.
- A larger percentage of native students than transfer students made grade-point averages of 3.0+ in the upper division.
- A smaller percentage of native students than transfer students made grade-point averages below 2.0 in the upper division.
- A smaller percentage of native students than transfer students was placed on academic probation.

- A smaller percentage of native students than transfer students withdrew from school.

- A smaller percentage of native students than transfer students was suspended from school.

- A larger percentage of native students than transfer students had graduated by the end of eight terms of upper-division work.

- A smaller percentage of native students than transfer students dropped out of school during the period of upper-division work.

In summary, therefore, the native students made better grades in the upper division, had a lower attrition rate, and progressed more rapidly towards graduation than the transfer students.

The fact that they also scored much higher on the twelfth grade tests offers a possible explanition of this: that is to say, they were potentially better students than the transfers from the outset.

Indeed, the data suggest--but do not conclusively confirm--that the higher a student scored on the twelfth grade tests the more likely he was to perform well in the upper division.

Despite this, however, the data also indicate that a relatively large proportion of the transfers who scored below 300 on the twelfth grade tests, and thus were not ordinarily eligible for admission to the University as freshmen, had graduated by the end of eight terms in the upper division--indeed, nearly 29% of the public junior college transfers and almost 41% of the other transfers (Figures 75 and 76).

Moreover, the data also suggest that lower-division grade-point averages are probably a more reliable indicator than twelfth grade test scores of probable academic performance in the upper division, although it seems likely that, because of the two additional years of screening which take place in the freshman and sophomore years, the test scores were more valid predictors of academic success at the freshman level than at the junior level.

This study makes no attempt to assess any reasons for the differences in the academic performance of native and transfer students which may be associated with the respective financial statuses of the two groups, their educational goals, or other factors which affect the performance and persistence of individual students.

It is also important to avoid the application of generalizations which seem to be derived from the data to individuals. These conclusions about group performances cannot be applied as predictions for any specific individual.

Purposes of the Study

The upper-division colleges of the University of Florida[1] admit students from the following institutions:

(1) the University College of the University of Florida,[2]

(2) the public junior colleges of Florida,

(3) the public senior institutions of Florida,

(4) the private senior institutions of Florida,

(5) out-of-state senior institutions,

(6) the private junior colleges of Florida, and

(7) out-of-state junior colleges.

The present study is the first stage in what is to be a continuing study of the academic performance in the upper division of students admitted to the University from these sources.

For the present, therefore, its major purposes are

(1) to establish basic data bank procedures for collecting data on the academic performance of these groups in the upper division, and

(2) to begin the collection of these data.

In its present stage, in other words, this is to be a descriptive study, not a statistical analysis. Its immediate purpose is to collect, organize, and describe data related to the academic performance of native and transfer

---

1. One of these colleges is actually a school--the School of Forestry. For purposes of simplification, however, they will be referred to collectively as the "colleges," not "the school and the colleges," of the upper division.

2. Students admitted to the upper division from the University College will be referred to henceforth as native students.

students in the upper division--that is to say, to provide raw data for future statistical analysis.

At the same time, however, it attempts to answer a few basic questions. What are the apparent differences between native students, public junior college transfers, and other transfers in academic performance in the upper division? Which most often find it necessary, for one reason or another, to withdraw from school? Which are most likely to encounter difficulties in the baccalaureate program in the form of low grades, academic probation, and suspension from school? Which are most likely to drop out of school before completing the baccalaureate program and which progress most rapidly towards graduation? Do the data in hand suggest any relationships between previous academic performance and academic performance in the upper division?

Thus, it may be said that this study is the first step in a continuing study intended ultimately

(1) to analyze the academic performance of native and transfer students in the upper division;

(2) to determine whether academic performance in the upper division is related in anyway to previous academic performance, specifically to

 (a) test scores on the Florida State-Wide Twelfth Grade Testing Program,[3] and

 (b) grade-point averages in lower-division work;[4]

---

[3] Henceforth, this program will be referred to simply as "twelfth grade tests" or "placement tests." It is used to measure academic ability and achievement in a one-to-four ratio--that is to say, one-fifth of the program is designed to test aptitute and four-fifths is designed to measure academic achievement. Thus, twelfth grade test scores are used in this study as a measure of academic ability and previous academic achievement. Not all students admitted to the upper division had taken the tests. Particularly was this true of students from out-of-state institutions.

[4] Lower-division grade-point averages of transfer students are computed by the University of Florida.

(3) to use these data, where possible, as indicators of the probable academic performance of applicants from the various sources in the upper division; and

(4) to identify areas in which improvements are required, e.g., articulation, admission requirements, and curricula, in order to develop the best possible educational programs for all upper-division students enrolled in the University.

In its present stage, however, this study makes no pretense at sophisticated statistical analysis. With but few expections, it goes no further than a comparison of the raw data collected on the various groups under consideration and an attempt to answer a few basic questions about their academic performance in the upper division.

Since the native students and the public junior college transfers are by far the largest groups, attention naturally focuses on them.[5] However, transfer students in the other five categories are not neglected; insofar as their sizes permit, they are subjected to the same treatment as the larger groups.

Review of Related Research

Although differing somewhat in approach and emphasis, the present study is similar in intent to several previous studies.

In the most important of these, Knoell and Medsker studied the academic performance of more than 7,000 students who transferred from 345 junior colleges to 43 senior institutions, and their findings have been widely influential among senior institutions in the development of policies relating to the articulation of junior college transfers.

---

[5] For instance, more than 86% of the students admitted to the upper division in the fall term of 1966 and nearly 85% of those admitted in the fall term of 1967 came from these two sources. See Figure 1.

They found, first, that lower-division grade-point averages of transfer students were often higher than those of native students. In the first term of upper-division work, however, the grade-point average of the transfer students dropped, often sharply, below their lower-division average and was lower than the first-term average of the native students. In the succeeding terms, they tended to recover from this "transfer shock" and their grades improved; but at the same time, the grade-point average of the native students was also improving. As a result, the cumulative grade-point average of the transfer students in the upper division was lower than that of the native students and not as high as their own lower-division average. Moreover, their attrition rate was higher than that of the native students and their progress towards graduation was slower.[6]

With a few exceptions, other investigators found much the same thing.[7]

Stickler found that the mean grade-point average of public junior college transfers at Florida State University was lower in the first term of upper-division work than their mean grade-point average for lower-division work,[8] and a Florida Board of Control study concluded that the cumulative

---

6. Dorothy M. Knoell and Leland L. Medsker, Factors Affecting Performance of Transfer Students from Two-Year to Four-Year Colleges: With Implications for Coordination and Articulation (Berkeley: Center for the Study of Higher Education, University of California, 1964); Dorothy M. Knoell and Leland L. Medsker, Articulation between Two-Year and Four-Year Colleges (Berkeley: Center for the Study of Higher Education, University of California, 1964); Dorothy M. Knoell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Berkeley: Center for the Study of Higher Education, University of California, 1965); Leland L. Medsker, The Junior College: Progress and Prospects (New York: McGraw-Hill Book Company, Inc., 1960).

7. For a review of the literature, see Charles Alan Atwell, "Institutional and Community Characteristics Related to Effectiveness of Transfer Progress in Florida Public Junior Colleges," unpublished doctoral dissertation (Gainesville: University of Florida, 1968).

8. W. Hugh Sickler, "A Study of Florida Junior College Transfer Students in the Florida State University: Fall Semester, 1957-58," unpublished mimeographed copy (Tallahassee: Office of Institutional Research and Service, Florida State University, March, 1958).

grade-point average of junior college transfers in the state's senior institutions was lower than their grade-point average in the junior colleges.[9]

Swink found that the cumulative grade-point average of junior college transfers in the upper division of Florida's university system was lower than their lower-division average while the cumulative upper-division average of the native students was higher than their lower-division average.[10]

Martorana and Williams found that in the first term of upper-division work transfer students generally experienced a drop in their grade-point averages but that they recovered and performed as well thereafter as native students,[11] and Bird found much the same thing.[12]

Cox concluded that native students enrolled in the College of Arts and Sciences at the University of Florida had a higher grade-point average, a lower probation rate, and a lower suspension rate in the upper division than junior college transfers.[13]

Bashaw found that native students at the University of Florida and Florida A & M made higher grades than transfers but that the reverse was true at

---

[9] Board of Control, "The Academic Performance of Florida Junior College Transfer Students in Florida Degree-Granting Institutions, Fall Term, 1960," unpublished mimeographed copy (Tallahassee: Board of Control, 1961).

[10] Paul C. Swink, "The Performance of Junior College Transfer Students and Native Students in the University System of Florida," unpublished mimeographed copy (Tallahassee: Board of Control, 1964).

[11] S. V. Martorana and L. L. Willams, "Academic Success of Junior College Transfers at the State College of Washington," Junior College Journal, 24: 402-415, March 1954.

[12] Grace V. Bird, "Preparation for Advanced Study," in Nelson B. Henry (ed.), The Public Junior College (Chicago: The National Society for the Study of Education, 1956).

[13] Ernest Cox, "Junior College Transfers and Their Difficulties," unpublished mimeographed copy (University of Florida, 1966).

Florida State University;[14] Stickler found that junior college transfers at Florida State University outperformed a number of native groups;[15] and Nickens, using upper-division grade-point averages at Florida State University as the variate and twelfth grade test scores as the covariate, found no significant differences in the mean grade-point averages of native and transfer students in selected major programs.[16]

Finally, Swink found that, after two years of work in the senior institutions of the state, a smaller percentage of junior college transfers had graduated than natives,[17] and that the transfers had a higher attrition rate.[18]

On balance, therefore, the consensus seems to be that native students make higher grades in upper-division work than transfer students and have a lower attrition rate and a higher graduation rate.

Methods

Data germane to the purposes of this study were collected on all students admitted to the upper division in the fall term of 1966.

The year 1966 was selected because it is the first year in which the University Registrar's Office banked the necessary data in computerized form, a necessity for a study of this magnitude, and the fall term was chosen as the point-of-departure because it is the one term in any academic year in which public junior college transfers form a large proportion of the total number admitted to the upper division. For instance, Figure 1 shows that public junior college transfers comprised 46.1% of the total group admitted in the fall term of 1966 and 48.2% of those admitted in the fall term of 1967, whereas, in the other three terms of the year, they formed only 19.6%, 18.7%, and 17.1% of the total groups.

---

[14] W. L. Bashaw, "A Comparison of Junior College Transfer Students with Native Students in the University System of Florida," unpublished mimeographed copy (Tallahassee: Board of Control, May, 1964).

[15] W. Hugh Stickler, "A Study of Florida Junior College Transfer Students in the Florida State University: Fall Semester, 1956-57," unpublished mimeographed copy (Tallahassee: Office of Educational Research and Service, Florida State University, April, 1957).

[16] John Nickens, "The Effect of Attendance at Florida Junior Colleges on Final Performance of Baccalaureate Degree Candidates in Selected Majors at the Florida State University," unpublished mimeographed copy (Tallahassee: Florida State University, 1969).

[17] Swink, *op. cit*.

[18] Paul C. Swink, "Progress Report: Academic Progress of Native, Junior College Transfer, and Other Transfer Students in the Florida State University System, 1964-1965 and 1965-1966," unpublished mimeographed copy (Tallahassee: Office for Academic Affairs, Florida Board of Regents, 1967).

In the fall term of 1966, a total of 1,999 students were admitted to the upper division: 805 from the University College, 921 from the public junior colleges of Florida, 31 from the public senior institutions of Florida, 36 from the private senior institutions of Florida, 90 from out-of-state senior institutions, 68 from the private junior colleges of Florida, and 48 from out-of-state junior colleges.

In addition, the two larger groups were broken down into subgroups. On the one hand, both the native students and the public junior college transfers were broken down by upper-division college of enrollment, making it possible to assess the academic performance of both in each of the various colleges of the upper division. On the other hand, public junior college transfers were also broken down by individual public junior college, making it possible to assess the academic performance in the upper division of transfers from each of these institutions.[19]

Data were collected on each of these groups and subgroups for eight terms, from the beginning of the fall term of 1966 through the summer term

---

[19] It was the original intention of this study also to break down the transfers from each of the public junior colleges by upper-division college of enrollment (e.g., transfers from Public Junior College A in the College of Agriculture), but the resulting subgroups were too small to provide reliable and meaningful data.

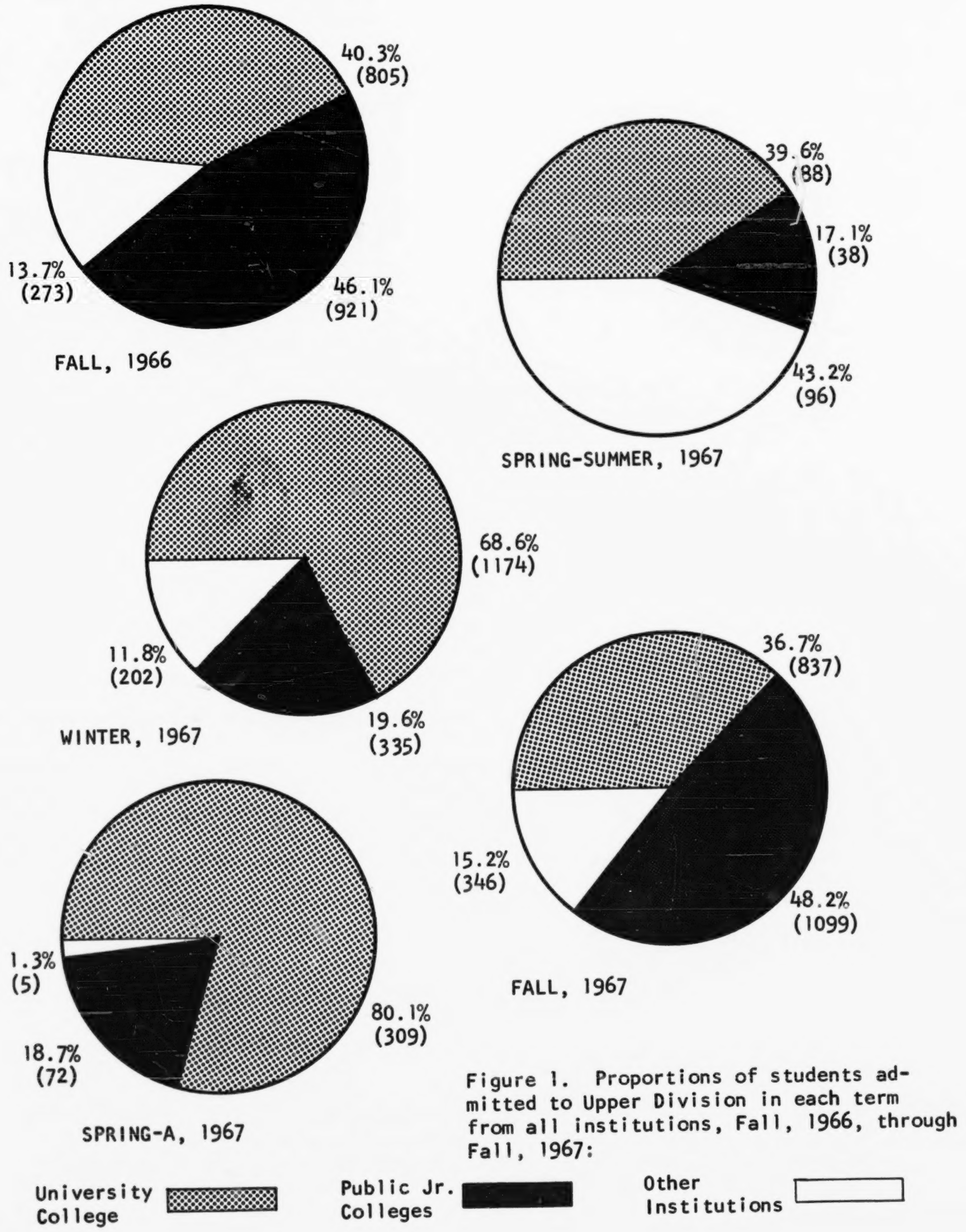


Figure 1. Proportions of students admitted to Upper Division in each term from all institutions, Fall, 1966, through Fall, 1967:

of 1968,[20] a period extending one summer term past the normal date of graduation for students enrolled in a two-year upper-division program.[21]

These data include the number and percentage of each group and subgroup that, in each of the eight terms under consideration,

(1) withdrew from school before graduation,[22]

(2) were placed on academic probation,[23]

(3) were suspended from school,[24]

---

[20] In the first year of the period covered by this study, the academic year 1966-67, the University operated on the trimester system. Beginning with the fall term of 1967, however, it changed to the quarter system. As a result, there were actually only seven terms in the period under consideration--three trimesters in 1966-67 and four quarters in 1967-68. In the third trimester of 1966-67, however, students could enroll for a long trimester (i.e., a trimester of regular length)or in one or both of two consecutive short trimesters that ran concurrently with the long trimester. In addition to the first two trimesters and the four quarters, in short, there were two grade-giving times in the third trimester and each of these is counted as a term. Thus, the first short term of the third trimester is called Spring-A and the long term and second short term are considered together as Spring-Summer. See the Appendix Tables.

[21] Some of the programs offered by the College of Architecture and Fine Arts and the programs offered by the Colleges of Engineering and Pharmacy are three-year programs. Most upper-division colleges, however, offer two-year programs.

[22] Withdrawals from school are not always a result of academic deficiencies; financial and personal problems, no doubt, account for the withdrawal of some academically able students.

[23] For a detailed statement of the conditions under which a student is placed on academic probation, see The University Record (Gainesville, Fla.: University of Florida, 1968), p. 575. In general, however, a student is placed on academic probation when he fails to maintain a grade-point average of "C" or 2.0.

[24] For a detailed statement of the conditions under which a student is suspended for academic reasons, see ibid., pp. 575-576. In general, however, most temporary academic suspensions result when, in any term, a student fails to pass at least half of the hours he attempted or, having been dropped from a course for excessive absences or unsatisfactory work, is left with a course load of less than 12 hours; most permanent academic suspensions result when a student, already on academic probation or previously suspended for academic reasons, does not meet the terms of probation, fails to pass at least half of the hours he attempted in a term, or, having been dropped from a course for excessive absences or unsatisfactory work, is left with a course load of less than 12 hours.

(4) made a 2.0 or better grade-point average,[25] and

(5) graduated.

From these data, it was possible to compute the number and percentage of each group and subgroup that

(1) had graduated by the end of the summer term of 1968,

(2) were still enrolled in the upper division in the fall term of 1968,[26] and

(3) had dropped out of school between the beginning of the fall term of 1966 and the beginning of the fall term of 1968.

With these data, in other words, it is possible to trace each group and subgroup through eight terms of upper-division work and to compare the withdrawals, the probations, the suspensions, the grade-point averages, and the progress towards graduation of any two or more of them.

Moreover, mean twelfth grade test scores, mean lower-division grade-point averages, mean upper-division grade-point averages, and, in a few selected cases, coefficients of correlation between these variables, were computed for groups deemed large enough to yield reliable data,[27] making it possible

---

[25] In computing the grade-point average of a student, he is given four points for each hour of "A" he earns, three points for each hour of "B", two points for each hour of "C", one point for each hour of "D", and zero points for each hour failed or not satisfactorily completed. His total number of points is then divided by the total number of hours he attempted. See *ibid.*, pp. 573-574.

[26] Although there may be a number of reasons why many students were still enrolled in the upper division in the fall term of 1968, the fact that three upper-division colleges offer three-year programs is certainly an important one of these. For instance, Figure 13, shows that in the College of Engineering, a college that offers three-year programs, only 21.9% of the native students and 3.9% of the public junior college transfers had graduated by the end of the summer term of 1968, and the same tendency is apparent for the College of Architecture and Fine Arts (Figure 9) and the College of Pharmacy (Appendix Tables 19 and 31). On the other hand, colleges that offer two-year programs show a higher percentage of students who had graduated and a lower percentage of those who were still enrolled (see Figures 10, 11, 12, and 14).

(1) to compare the twelfth grade test scores, the lower-division grade-point averages, and the upper-division grade-point averages of any two or more groups of sufficient size, and

(2) to relate twelfth grade test scores and lower-division grade-point averages of any group of sufficient size to academic performance in the upper division.

Finally, insofar as possible, the same kinds of data were collected on the major student groups admitted to the upper division in the fall term of 1967. It was possible, however, to study these groups only over a relatively short time--i.e., from the beginning of the fall term of 1967 through the winter term of 1969, or for a period of six quarters. As a result, few students had had time to graduate, making an appraisal of their progress towards graduation of little value at this time. On the other hand , the data on withdrawals, probations, suspensions, twelfth grade test scores, lower-division grade-point averages, and upper-division grade-point averages are useful at present for purposes of corroboration--i.e., as evidence that converges on or diverges from the patterns of academic performance that characterize the groups admitted to the upper division in the fall term of 1966.

This is to be a continuing study, however, and ultimately all groups of students, those admitted in the fall term of 1967 as well as those admitted in the fall term of 1966, will be carried through enough terms in the upper division for all students, whether enrolled in a two-year or a three-year program, to graduate if they are going to make it. At that time, it will be possible to make a full assessment of the progress towards graduation of all groups admitted to the upper division in the fall terms of 1966 and 1967.

---

[27] No percentages or means are presented for groups of less than 30 and coefficients of correlation were computed for only a few large selected groups. This was an arbitrary decision prompted by a fear that such data computed for small groups might be meaningless or misleading. For the effects of this decision on the presentation of the data, see the section on "How to Read the Tables," at the beginning of the Appendix.

All the data collected thus far are presented in tabular form in the appendix. Instructions on how to read these tables immediately precede them. For handy reference, however, graphs and special tables summarize especially pertinent data for presentation in the body of the text.

Except for a few percentages, all the computations were done by computer.

Examination of the Data

Despite the limited objectives of the present stage of this study, an examination of the data inevitably yields certain findings about the comparative academic performance of the various groups in the upper division and raises certain questions about the relationship of previous academic performance to academic performance in the upper division.

Comparative academic performance in the upper division

The data show, first, that native students generally had a higher grade-point average for upper-division work than transfer students.[28] Table 1 indicates that for the eight-term period under consideration native students had a 2.80 average, public junior college transfers had a 2.47 average, and other transfers had a 2.61 average--indeed, that only one small group of transfers had a higher average than the native students, and some evidence

---

[28] Since the native students scored much higher on the twelfth grade tests than the transfers (Table 10), this is what one would expect if the tests are valid predictors of academic performance in the upper division. The relationship of twelfth grade test scores and upper-division academic performance is discussed in detail on pages 44-87.

A group's grade-point average for the whole eight-term period is computed by averaging every grade given every member of that group during the eight-term period. Grade-point averages, for lower-division as well as upper-division work, are examined in greater detail on pages 87-120.

TABLE 1

MEAN GRADE-POINT AVERAGES OVER AN EIGHT-TERM PERIOD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERM OF 1966

INSTITUTION(S) ADMITTED FROM	NUMBER ENROLLED FALL TERM 1966		GPA IN UPPER DIVISION	
University College	805		2.80	
Public Junior Colleges of Florida	921		2.47	
Public Senior Institutions of Florida	31	273	2.87	2.61
Private Senior Institutions of Florida	36		2.48	
Out-of-State Senior Institutions	90		2.77	
Private Junior Colleges of Florida	68		2.44	
Out-of-State Junior Colleges	48		2.46	

Source: Appendix Tables 53-60

suggests that this may have been an atypical performance.[29] Moreover, it is shown in Table 2 that, in every upper-division college in which sufficient numbers of natives and public junior college transfers were enrolled, the native students made a higher grade-point average than the public junior college transfers. In the College of Arts and Sciences, for instance, the native students had a 2.88 average and the public junior college transfers had a 2.39.

Since grades are so closely related to academic attrition and survival, therefore, it is hardly surprising that the native students fared better in these respects than the transfer students.

This is illustrated by Figures 2-4.

In the first place, a larger percentage of native students made satisfactory grades--i.e., an average of 2.0 or better. Especially was this true in the early terms, when the attrition rate was highest. In the first term, for instance, 86.3% of the native students made 2.0+, 59.3% of the public junior college transfers performed acceptably, and 63.7% of the other transfers made satisfactory grades. Due to the high attrition rate in the transfer groups, however, the poorer performers were soon eliminated, and those who survived the early terms largely closed the gap over the eight-term period

---

[29] In the period between the beginning of the fall term of 1966 and the end of the summer term of 1968, only the group of transfers from the public senior institutions of Florida had a higher grade-point average than the native students: 2.87 compared to 2.80 (Table 1). But for a six-term period, from the beginning of the fall term of 1967 through the winter term of 1969, transfers from the public senior institutions of Florida had a lower grade-point average than native students: 2.69 compared to 2.79 (Table 25). Moreover, transfers from the private senior institutions of Florida had a lower grade-point average than the native students in the 1966-68 period (Table 1), and a higher grade-point average in the 1967-69 period (Table 25). This suggests that the academic performance of small groups drawn at different times from the same source (i.e., from the public senior institutions of Florida or from the private senior institutions of Florida) may differ markedly and that the performance of a group in any period may be atypical for students from that source.

TABLE 2

MEAN GRADE-POINT AVERAGES OVER AN EIGHT-TERM PERIOD OF STUDENTS ADMITTED TO VARIOUS COLLEGES OF THE UPPER DIVISION FROM THE UNIVERSITY COLLEGE AND THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

	INSTITUTION ADMITTED FROM			
	UNIVERSITY COLLEGE		PUBLIC JUNIOR COLLEGES	
COLLEGE ADMITTED TO	NUMBER ENROLLED FALL 1966	GPA IN UPPER DIVISION	NUMBER ENROLLED FALL 1966	GPA IN UPPER DIVISION
Agriculture*			50	2.44
Architecture and Fine Arts	36	2.66	63	2.50
Arts and Sciences	293	2.88	249	2.39
Business Administration	126	2.62	121	2.35
Education	108	3.00	181	2.61
Engineering	73	2.68	127	2.50
Journalism and Communications	75	2.67	45	2.36
Others**	94	2.82	85	2.52

Source: Appendix Tables 61-75

* The number of students admitted to the College of Agriculture from the University College was not large enough to be computed separately. These students are included in the category "others".

** For students from the University College, this category includes students admitted to Agriculture, Forestry, Health Related Professions, Nursing, Pharmacy, and Physical Education and Health. (Appendix Table 67). For public junior college transfers, it includes students admitted to Forestry, Health Related Professions, Nursing, Pharmacy, and Physical Education and Health (Appendix Table 75).

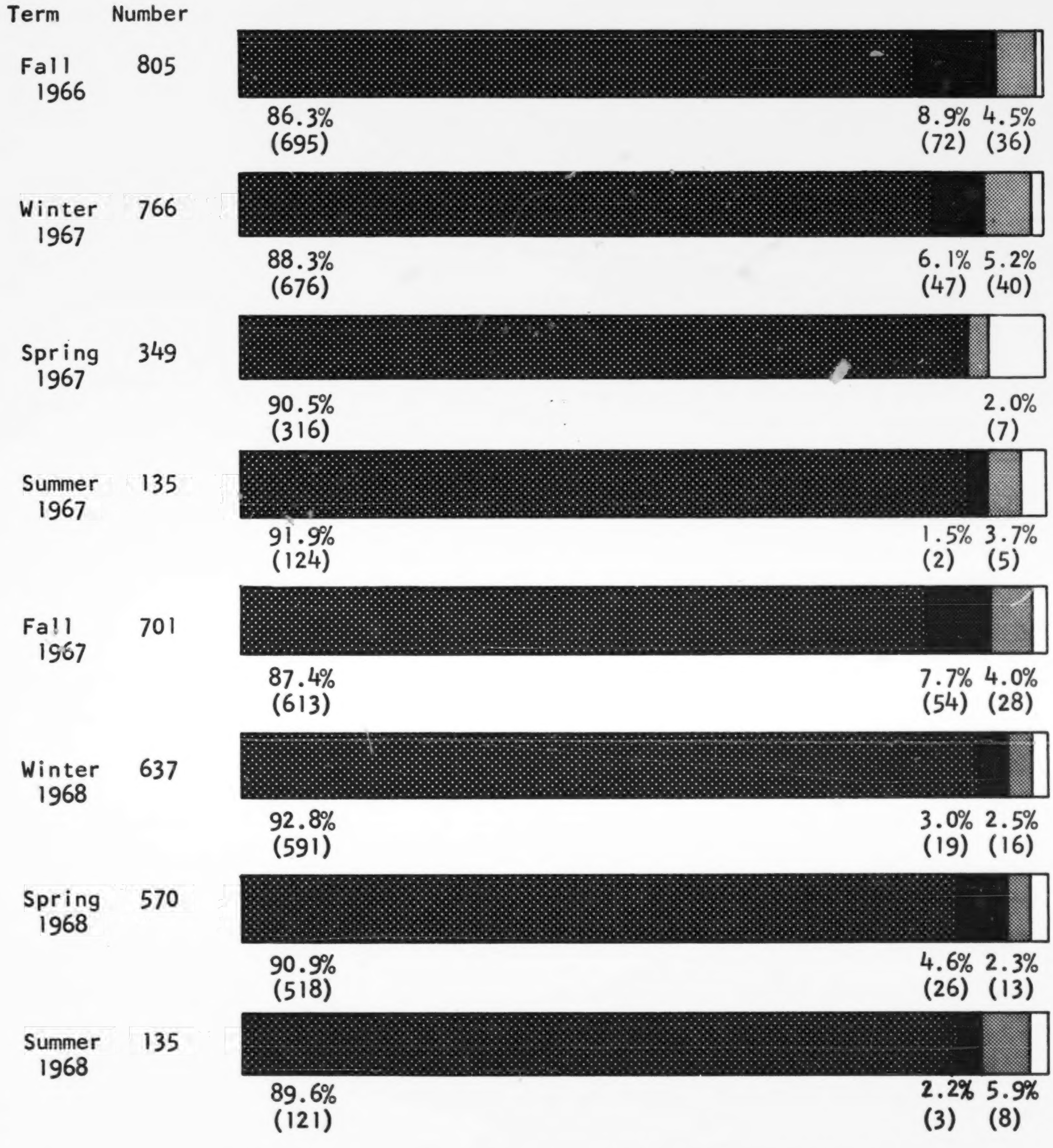


Figure 2. Academic Record of NATIVE STUDENTS in Upper Division, 1966-1968.

Grade-Point Average of 2.0 and above	▩	Academic Probation	■
Dropped out of school	▨	Other	□

Source: Appendix Table 1.

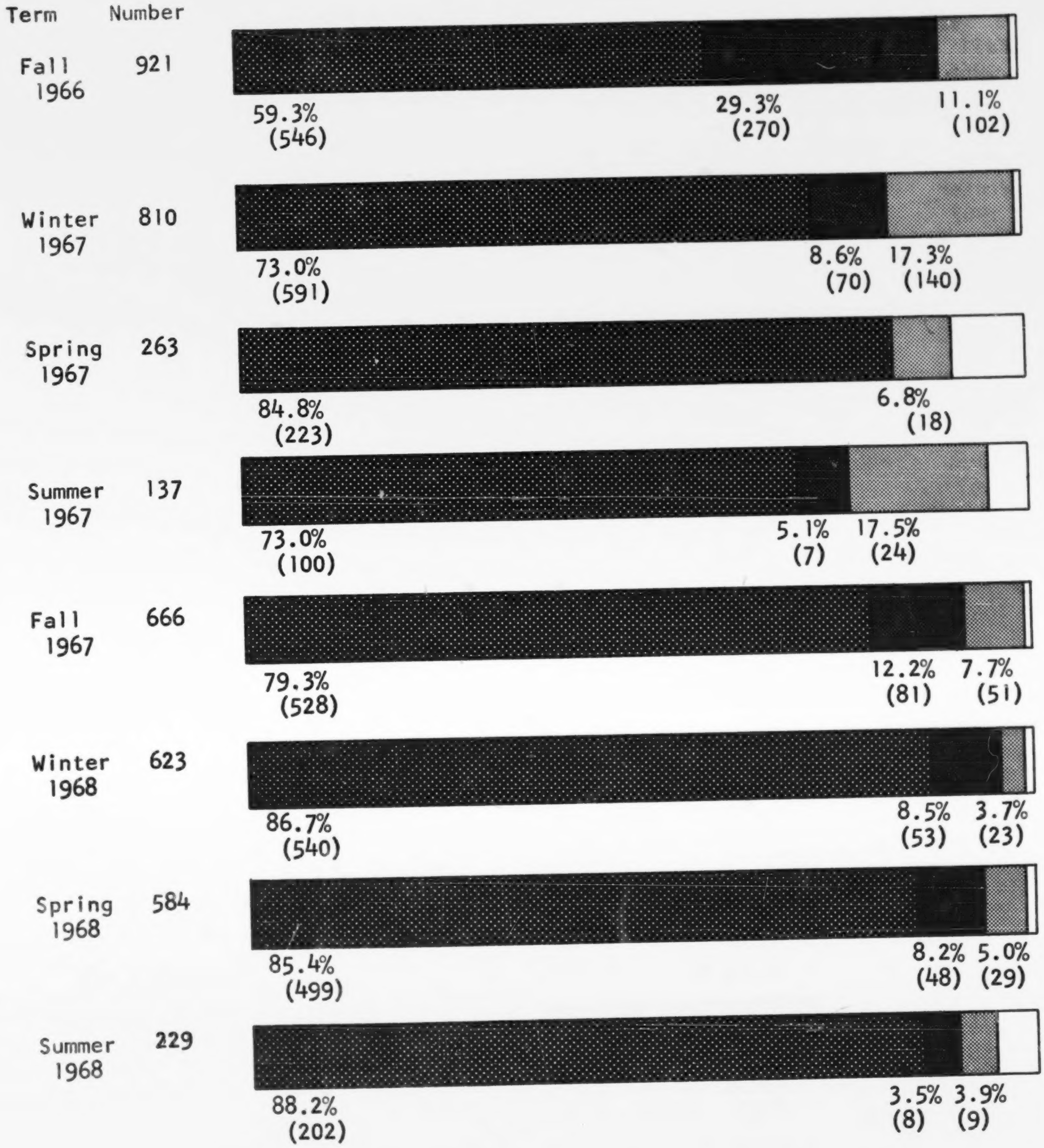


Figure 3. Academic Record of PUBLIC JUNIOR COLLEGE TRANSFERS in Upper Division, 1966-1968.

Grade-Point Average of 2.0 and above ▩

Academic Probation ■

Dropped out of school ▨

Other ☐

Source: Appendix Table 2.

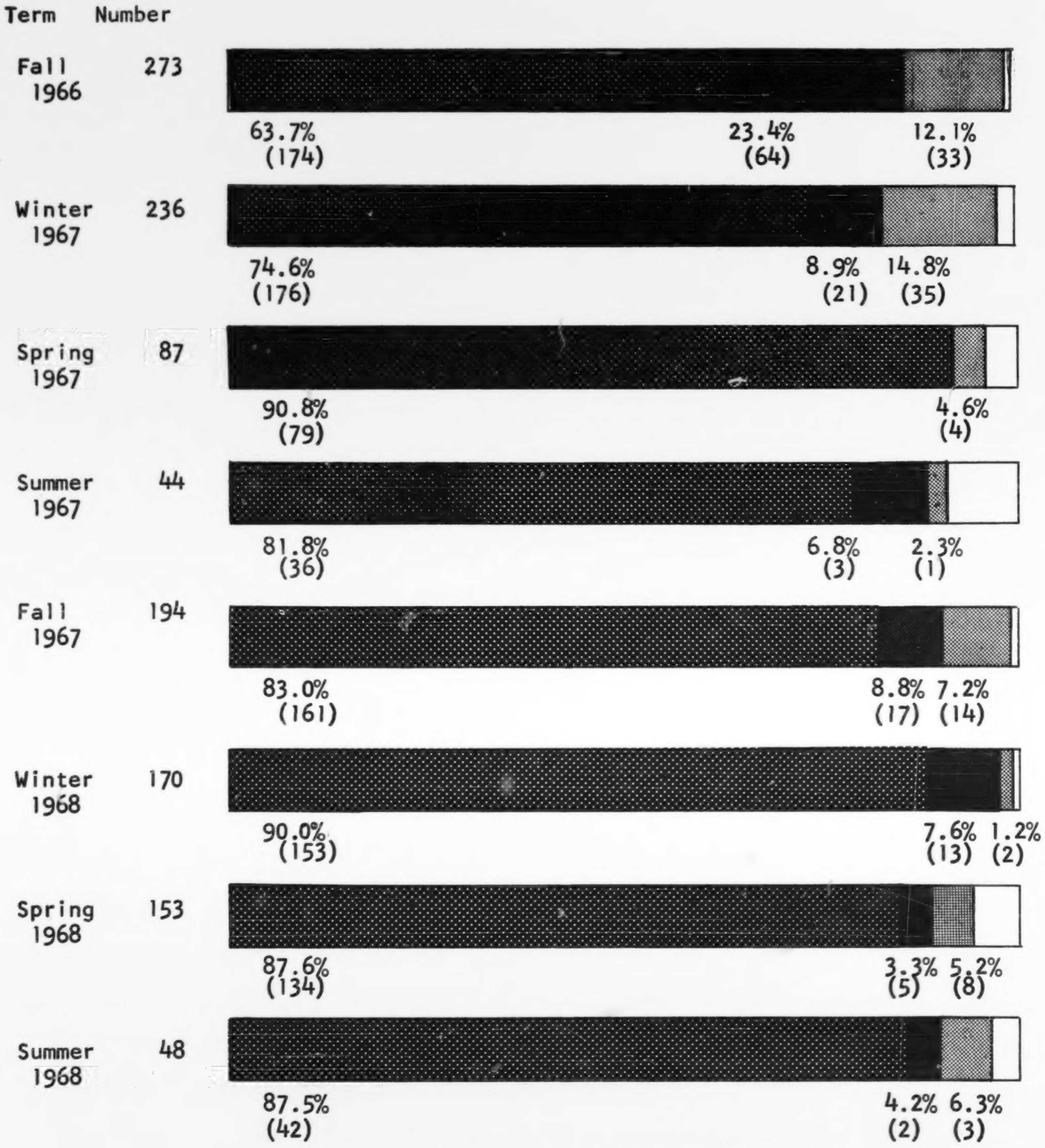


Figure 4. Academic record of OTHER TRANSFERS in Upper Division, 1966-1968.

Grade-Point Average of 2.0 and above ▩

Academic Probation ■

Dropped out of school ▒

Other □

Source: Appendix Table 3.

between themselves and the native students. In the seventh term for instance, the percentages of students making a 2.0+ grade-point average were as follows: natives, 90.9%; public junior college transfers, 85.4%; other transfers, 87.6%.

In the second place, academic probation was more frequent among transfer students than among native students. In the crucial first term, for instance, probations were as follows: natives, 8.9%; public junior college transfers, 29.3%; other transfers, 23.4%. And throughout the eight-term period the percentage of native probations was generally, if not invariably, lower than that of the transfer groups.

In the third place, a smaller percentage of native students dropped out of school--i.e., withdrew or were suspended. In the first term, for instance, 4.5% of the native students, 11.1% of the public junior college transfers, and 12.1% of the other transfers dropped out, and for each of the remaining terms the percentage of native drop-outs was generally, if not invariably, lower.

Moreover, Tables 3 and 4 show that much the same picture holds true when drop-outs are broken down into withdrawals and suspensions. In the first term, for instance, when withdrawals were especially heavy, 3.7% of the natives, 8.0% of the public junior college transfers, and 8.8% of the other transfers withdrew from school. And in the second term, generally the peak term for suspensions, 2.7% of the native students, 14.0% of the public junior college transfers, and 11.9% of the other transfers were suspended from school.

Furthermore, suspensions and formal withdrawals do not account for all the students who drop out of school. Some, after completing a term, simply do not return for the next term.[30] This more comprehensive view, however,

---

[30] For instance, Appendix Table 53 indicates that, of the 805 native students enrolled in the fall term of 1966, 773 survived the term. In the next term, however, only 766 enrolled in school. In other words, seven dropped out between terms.

TABLE 3

WITHDRAWALS IN THE FALL TERM OF 1966 OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERM OF 1966

INSTITUTION(S) ADMITTED FROM	NUMBER ENROLLED IN FALL TERM OF 1966		WITHDRAWALS			
			N		%	
University College	805		30		3.7	
Public Junior Colleges of Florida	921		74		8.0	
Public Senior Institutions of Florida	31	273	3	24	9.7	8.8%
Private Senior Institutions of Florida	36		2		5.6	
Out-of-State Senior Institutions	90		8		8.9	
Private Junior Colleges of Florida	68		5		7.4	
Out-of-State Junior Colleges	48		6		12.5	

Source: Appendix Tables 1-8.

TABLE 4

SUSPENSIONS IN THE WINTER TERM OF 1967 OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERM OF 1966

INSTITUTION(S) ADMITTED FROM	NUMBER ENROLLED IN WINTER TERM OF 1966		SUSPENSIONS			
			N		%	
University College	766		21		2.7	
Public Junior Colleges of Florida	810		113		14.0	
Public Senior Institutions of Florida	30	236	4	28	13.3	11.9%
Private Senior Institutions of Florida	33		4		12.1	
Out-of-State Senior Institutions	75		2		2.7	
Private Junior Colleges of Florida	61		14		23.0	
Out-of-State Junior Colleges	37		4		10.8	

Source: Appendix Tables 1-8.

does not change the general picture; Figure 5 shows that, over the eight-term period under consideration, 14.7% of the natives, 34.7% of the public junior college transfers, and 31.9% of the other transfers dropped out of school.

An overall view of the whole eight-term period, moreover, confirms this general picture--that is to say, a higher percentage of satisfactory grades and a lower percentage of withdrawals, probations, and suspensions for the native students. In short, Figure 6 shows that of the 4,098 registrations by native students during this period, 89.2% resulted in grade-point averages of 2.0 or better, 5.4% in probations, 1.4% in suspensions, and 2.3% in withdrawals; of the 4,233 registrations by public junior college transfers, 76.3% resulted in acceptable grade-point averages, 12.7% in probations, 5.4% in suspensions, and 3.9% in withdrawals; and of the 1,205 registrations by transfers from other institutions, 79.3% resulted in satisfactory grade-point averages, 10.4% in probations, 4.3% in suspensions, and 4.0% in withdrawals.

As one might expect from these figures, indeed, the native students made more "A"s and "B"s and fewer "D"s and "E"s than the transfer students. Thus, Figure 7 shows that 43.1% of the native registrations, 26.4% of the public junior college registrations, and 33.8% of the registrations by other transfers resulted in grade-point averages of 3.0+, while Figure 8 reveals that 8.3% of the native registrations, 19.2% of the public junior college registrations, and 16.3% of the registrations by other transfers resulted in grade-point averages that fell below 2.0.

In light of these figures, of course, it is hardly surprising that the native students progressed more rapidly towards graduation than the transfer students. Figure 5 shows, in short, that 62.5% of the native students, 32.2% of the public junior college transfers, and 42.9% of the other transfers had graduated by the end of the summer term of 1968; that 22.9% of the native students, 33.0% of the public junior college transfers, and 25.3% of the other

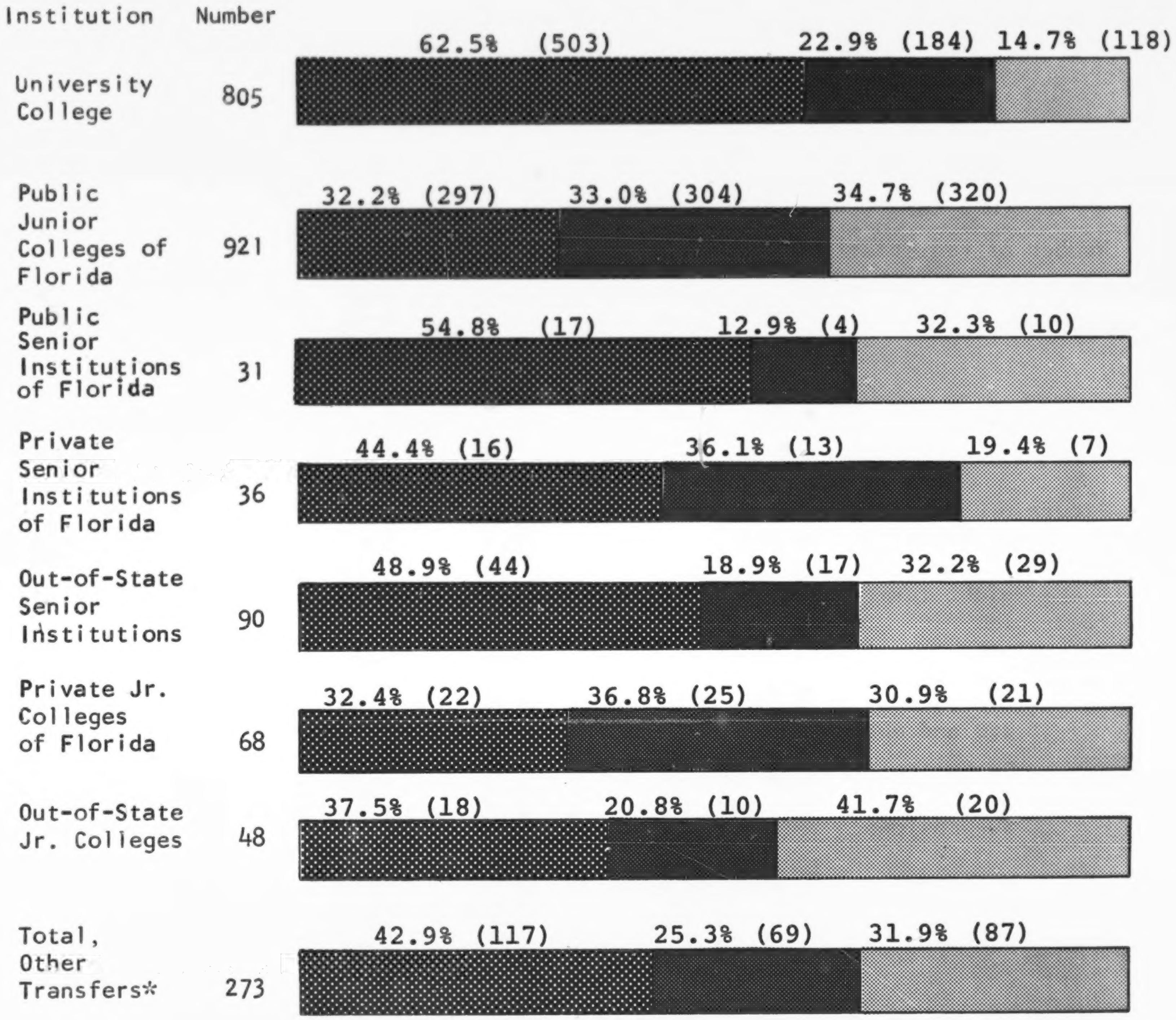


Figure 5. Proportions of students admitted to Upper Division in the Fall term of 1966 that:

1) Graduated ▩
2) Were still enrolled ■
3) Dropped out of school ▨

*All students admitted to Upper Division from all the above categories other than University College and Public Junior Colleges of Florida.

Source: Appendix Tables 1-8

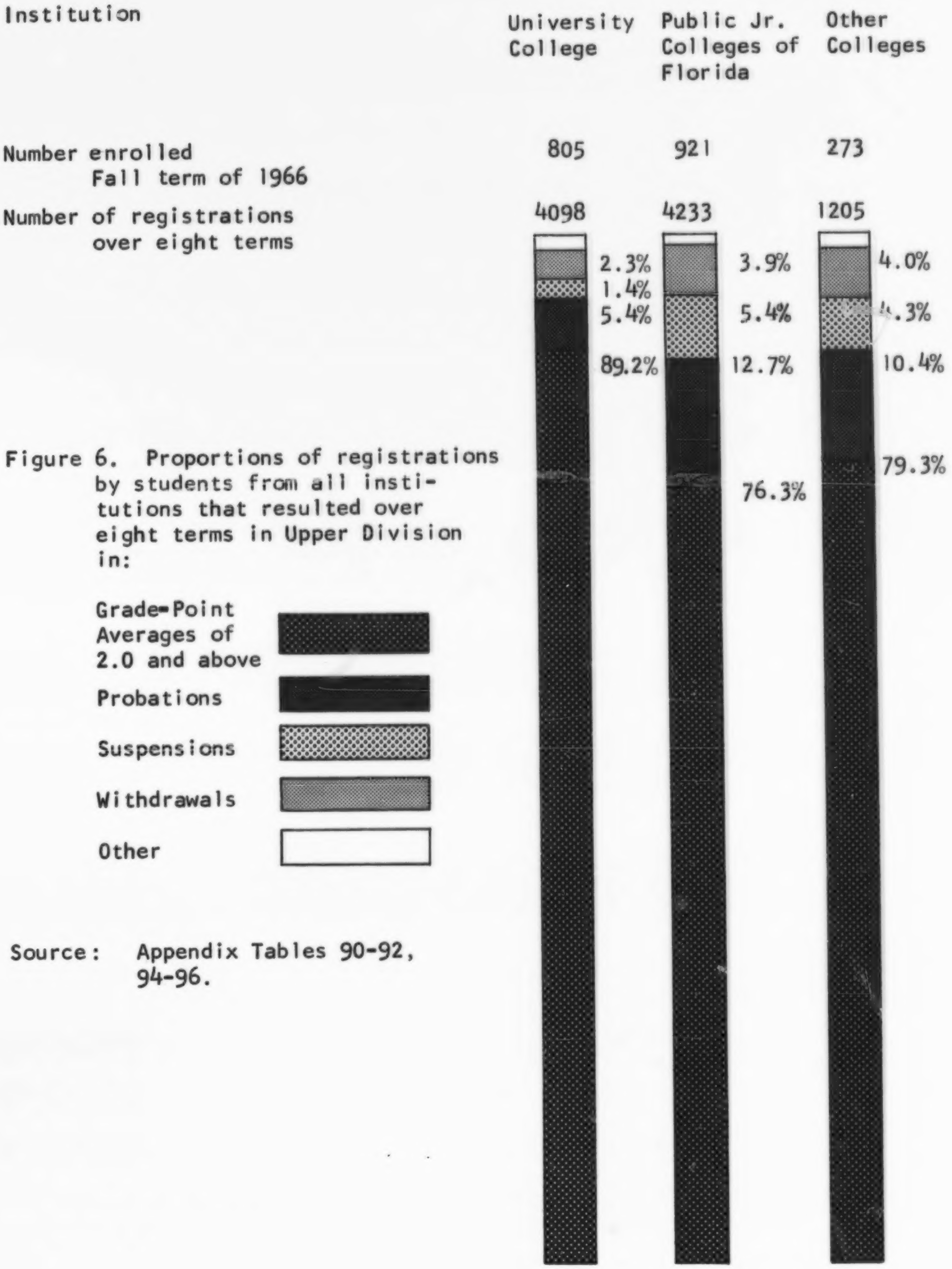


Figure 6. Proportions of registrations by students from all institutions that resulted over eight terms in Upper Division in:

Source: Appendix Tables 90-92, 94-96.

Institution	Number enrolled Fall term 1966	Number of registrations over eight terms
University College	805	4098
Public Jr. Colleges	921	4233
Others	273	1205

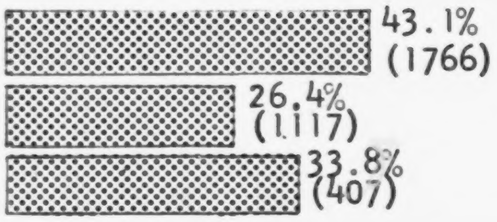


Figure 7. Proportions of registrations by NATIVE STUDENTS, PUBLIC JUNIOR COLLEGE TRANSFERS, and OTHER TRANSFERS that resulted in Grade-Point Averages of 3.0 and above over eight terms.

Source: Appendix Tables 90-92.

Institution	Number enrolled Fall term 1966	Number of registrations over eight terms
University College	805	4098
Public Jr. Colleges	921	4233
Others	273	1205

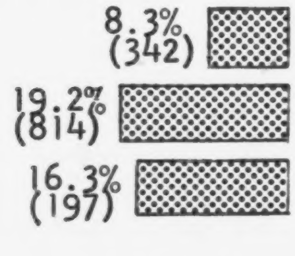


Figure 8. Proportions of registrations by NATIVE STUDENTS, PUBLIC JUNIOR COLLEGE TRANSFERS, and OTHER TRANSFERS that resulted in Grade-Point Averages of less than 2.0 over eight terms.

Source: Appendix Tables 90-92.

transfers were still enrolled in school in the fall term of 1968; and that 14.7% of the native students, 34.7% of the public junior college transfers, and 31.9% of the other transfers had dropped out of school by the beginning of the fall term of 1968.

Moreover, Figures 9-14 reveal that the same pattern holds true when the native students and the public junior college transfers are broken down by upper-division college of enrollment: in every college in which sufficient numbers of the two groups were enrolled, a larger percentage of the native students had graduated and a smaller percentage had dropped out of school. In the College of Arts and Sciences, for instance, 65.5% of the native students and 30.1% of the public junior college transfers had graduated and 17.4% and 38.2% respectively had dropped out.

Indeed, the same basic pattern holds true whether they were enrolled in a two-year or a three-year program.

For instance, if the native students and public junior college transfers enrolled in three-year programs are eliminated from consideration[31] (as they are in Tables 5 and 6), thus focusing attention on progress towards graduation in two-year programs, the pattern is basically the same: for the native students a larger percentage of graduates (67.7-68.8% compared to 37.6-39.5% for the public junior college transfers), a smaller percentage of students still in school but lagging behind (15.4-16.4% compared to 23.0-25.6%), and a smaller percentage eliminated from school (15.8-15.9% compared to 36.8-37.5%).

---

[31] The College of Engineering and the College of Pharmacy offer three-year programs and the College of Architecture and Fine Arts offers some two-year programs and some three-year programs. Thus, when Engineering and Pharmacy students are eliminated from consideration, the students left in any group are the maximum number of students in the group enrolled in a two-year program. When Engineering, Pharmacy, and Architecture and Fine Arts students are eliminated, the students left in any group are the minimum number of students in the group enrolled in a two-year program. Of the 805 native students enrolled in the fall term of 1966, therefore, between 682 and 718 were enrolled in two-year programs (Table 5).

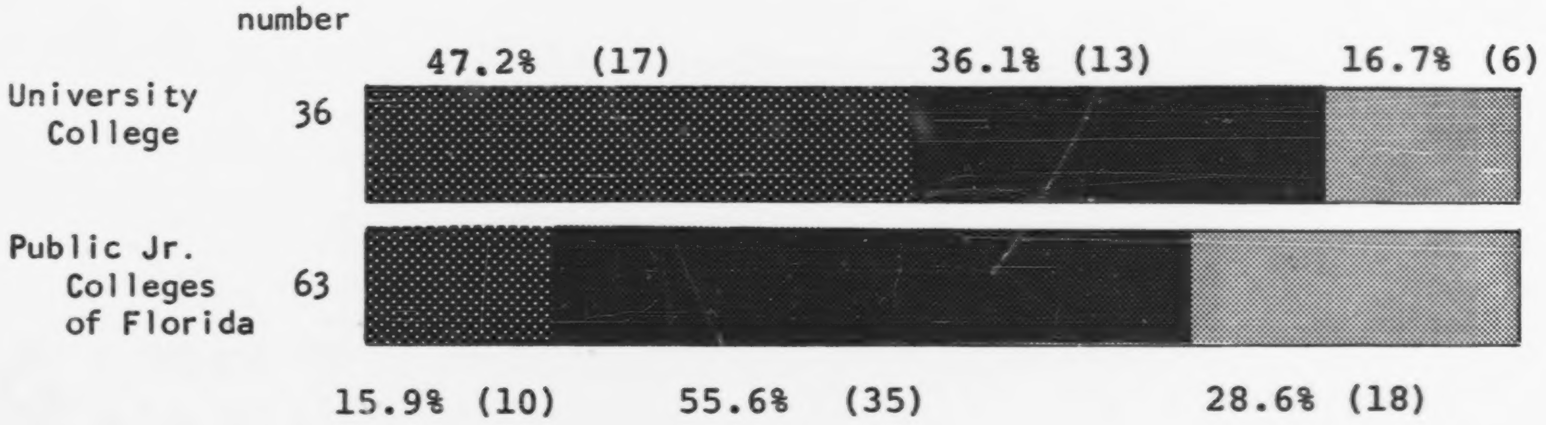


Figure 9

Proportions of students admitted to the COLLEGE OF ARCHITECTURE AND FINE ARTS in the fall of 1966 that:

1) Graduated ▩
2) Were still enrolled ■
3) Dropped out of school ▒

Source: Appendix Tables 10 and 22.

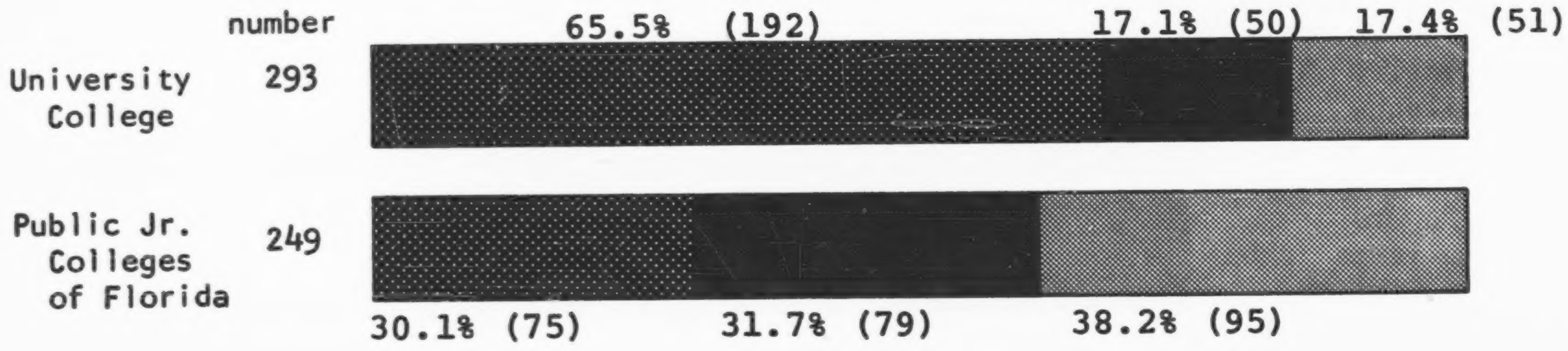


Figure 10.

Proportions of students admitted to the COLLEGE OF ARTS AND SCIENCES in the fall of 1966 that:

1) Graduated ▩
2) Were still enrolled ■
3) Dropped out of school ▒

Source: Appendix Tables 11 and 23.

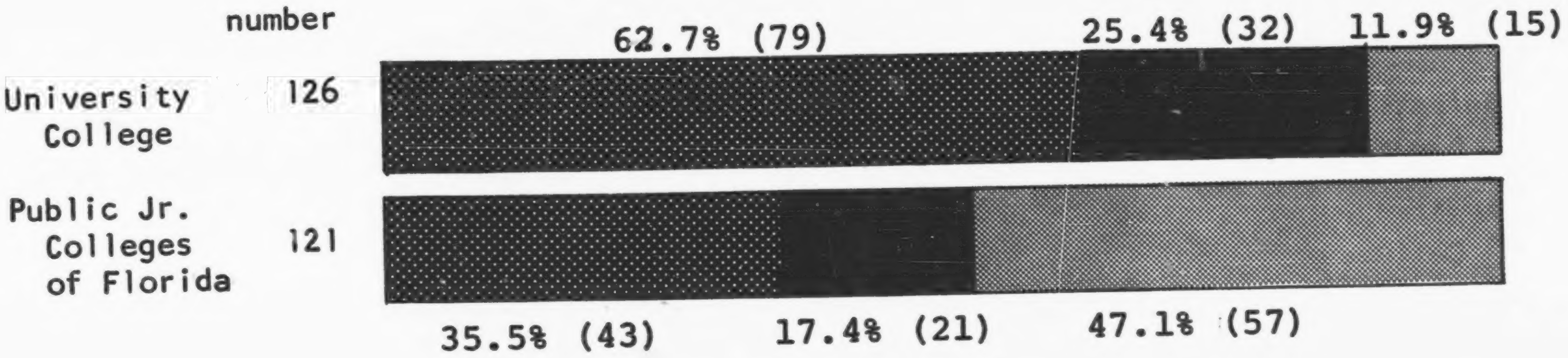


Figure 11.

Proportions of students admitted to the COLLEGE OF BUSINESS ADMINISTRATION in the fall of 1966 that:

1) Graduated ▩

2) Were still enrolled ■

3) Dropped out of school ▨

Source: Appendix Tables 12 and 24.

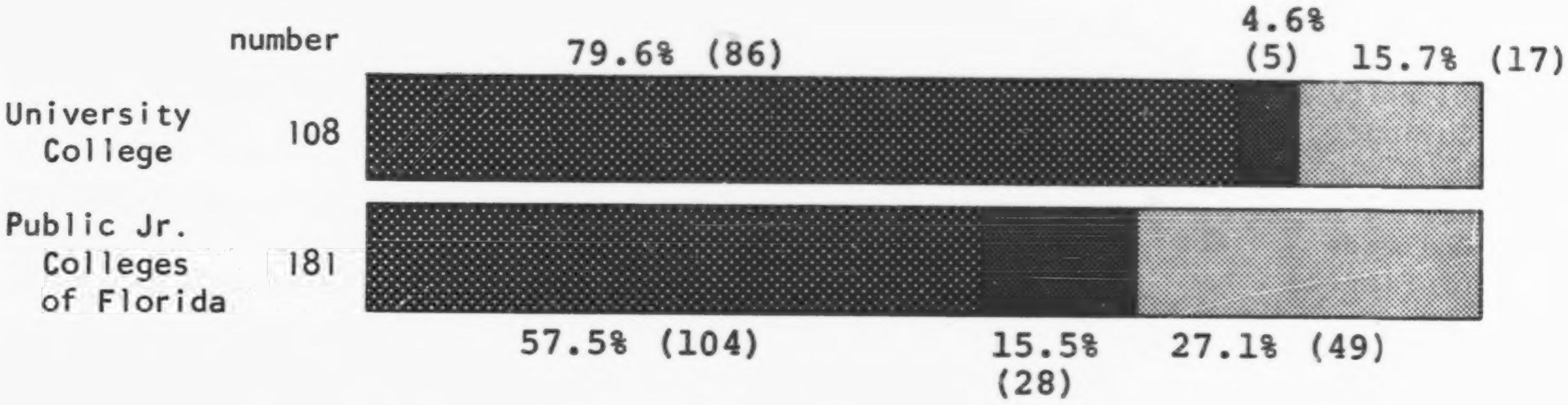


Figure 12.

Proportions of students admitted to the COLLEGE OF EDUCATION in the fall of 1966 that:

1) Graduated ▩
2) Were still enrolled ■
3) Dropped out of school ▒

Source: Appendix Tables 13 and 25.

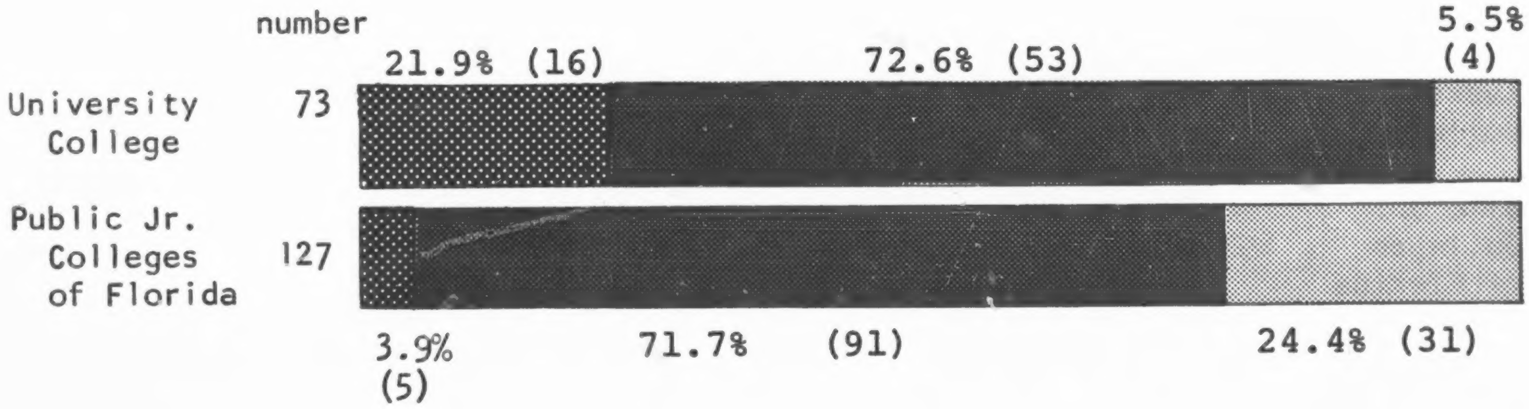


Figure 13.

Proportions of students admitted to the COLLEGE OF ENGINEERING in the fall of 1966 that:

1) Graduated ▨
2) Were still enrolled ■
3) Dropped out of school ░

Sources Appendix Tables 14 and 26.

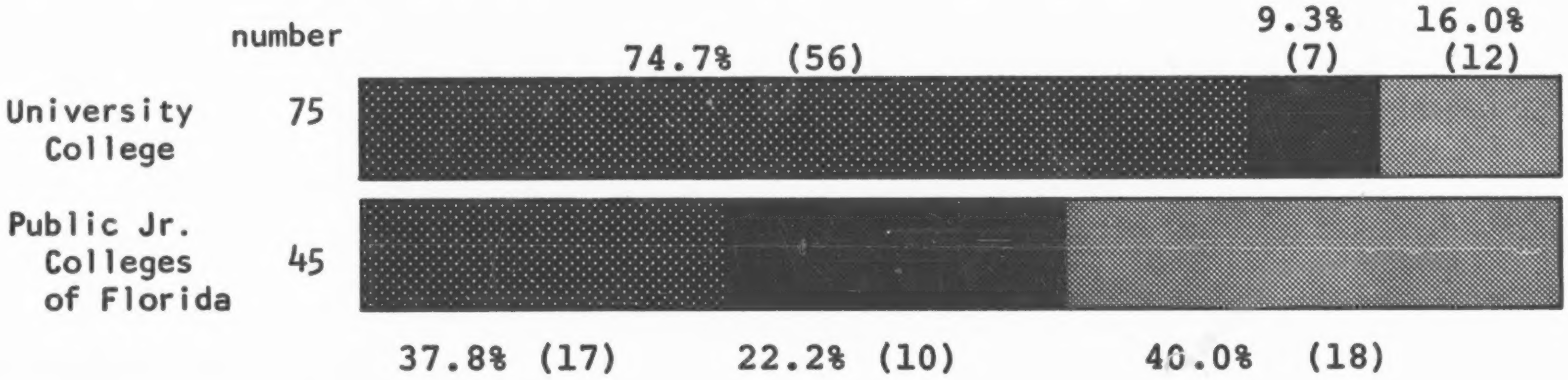


Figure 14.

Proportions of students admitted to the COLLEGE OF JOURNALISM AND COMMUNICATIONS in the fall of 1966 that:

1) Graduated ▩
2) Were still enrolled ■
3) Dropped out of school ▒

Source: Appendix Tables 16 and 28.

TABLE 5

PROGRESS TOWARDS GRADUATION OF STUDENTS ADMITTED TO TWO-YEAR UPPER-DIVISION PROGRAMS FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

ADJUSTMENT	REGISTERED FALL 1966	GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT	% GRADUATED BY END SUMMER 1968	% STILL ENROLLED FALL 1968	% DROPPED OUT
Eliminate Engineering, Pharmacy, and Architecture and Fine Arts	682	469	105	108	68.8	15.4	15.8
Eliminate Engineering and Pharmacy	718	486	118	114	67.7	16.4	15.9

Source: Appendix Tables 9-20.

TABLE 6

PROGRESS TOWARDS GRADUATION OF STUDENTS ADMITTED TO TWO-YEAR UPPER-DIVISION PROGRAMS FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

ADJUSTMENT	REGISTERED FALL 1966	N			%		
		GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT	GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT
Eliminate Engineering, Pharmacy, and Architecture and Fine Arts	714	282	164	268	39.5	23.0	37.5
Eliminate Engineering and Pharmacy	777	292	199	286	37.6	25.6	36.8

Source: Appendix Tables 21-32.

Moreover, if the native students and public junior college transfers enrolled in two-year programs are eliminated from consideration[32] (as they are in Tables 7 and 8), thus focusing attention on progress towards graduation in three-year programs, the story is much the same, at least in the graduation and attrition rates. In other words, 19.5-27.6% of the native students and 3.5-2.7% of the public junior college transfers had graduated by the end of the summer term of 1968; 64.2-75.9% of the native students and 67.6-72.9% of the public junior college transfers were still enrolled in the fall term of 1968; and 4.6-8.1% of the native students and 23.6-25.1% of the public junior college transfers had dropped out of school over the eight-term period.

In addition, a comparision of Figures 9-14 shows that a smaller percentage of public junior college graduates had graduated in colleges that offer two-year programs (i.e., the College of Arts and Sciences, the College of Business Administration, the College of Education, and the College of Journalism and Communications) and that the public junior college transfers were moving at a slower pace through the colleges that offer three-year programs (i.e., the College of Architecture and Fine Arts and the College of Engineering).[33]

Thus, native students progressed more rapidly towards graduation than transfer students, and this was true, for the natives and public junior college transfers at least, whether they were enrolled in, say, the College of Arts and Sciences, or say, the College of Engineering--in a two-year program or a three-year program.

---

32. The maximum number of students enrolled in three-year programs is computed by eliminating all students except those enrolled in the College of Architecture and Fine Arts, the College of Engineering, and the College of Pharmancy. The minimum number of students enrolled in three-year programs is computed by eliminating all students except those enrolled in the Colleges of Engineering and Pharmacy.

33. The College of Pharmacy also offers a three-year program, but the native students and public junior college transfers enrolled in it were too small in number to warrant separate presentation in a graph. For the data available on native students and public junior college transfers in the College of Pharmacy, see Appendix Tables 19 and 31.

TABLE 7

PROGRESS TOWARDS GRADUATION OF STUDENTS ADMITTED TO THREE-YEAR UPPER-DIVISION PROGRAMS FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

ADJUSTMENT	REGISTERED FALL 1966	N			%		
		GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT	GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT
Eliminate all colleges but Engineering and Pharmacy	87	17	66	4	19.5	75.9	4.6
Eliminate all colleges but Engineering, Pharmacy, and Architecture and Fine Arts	123	34	79	10	27.6	64.2	8.1

Source: Appendix Tables 9-20.

TABLE 8

PROGRESS TOWARDS GRADUATION OF STUDENTS ADMITTED TO THREE-YEAR UPPER-DIVISION PROGRAMS FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

		N			%		
ADJUSTMENT	REGISTERED FALL 1966	GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT	GRADUATED BY END SUMMER 1968	STILL ENROLLED FALL 1968	DROPPED OUT
Eliminate all colleges but Engineering and Pharmacy	144	5	105	34	3.5	72.9	23.6
Eliminate all colleges but Engineering, Pharmacy, and Architecture and Fine Arts	207	15	140	52	7.2	67.6	25.1

Source: Appendix Tables 21-32.

2

Finally, a last look at the comparative performance of various groups in the upper division suggests that, when public junior college transfers are broken down by individual public junior college, they vary somewhat from group to group in academic performance. For instance, Table 9 indicates that the transfers from some public junior colleges made a higher upper-division grade-point average than transfers from other junior colleges; indeed, they ranged from a high of 2.57 to a low of 2.32. Figure 15 shows that during the crucial first term, when the withdrawal and probation rates were generally high and the percentages of 2.0+ grade-point averages were relatively low, these groups differed in percentages of drop-outs, academic probations, and satisfactory grade-point averages, ranging from 4.5% to 24.6% in drop-outs, from 19.3% to 41.2% in probations, and from 41.7% to 70.0% in acceptable grade-point averages.[34] Moreover, Figure 16 reveals that the data tell much the same story when viewed overall, for the whole eight-term period: that is to say, 2.0+ grade-point averages ranged from 69.5% of the registrations to 80.5% of the registrations, academic probations from 9.9% to 17.3%, suspensions from 2.5% to 9.9%, and withdrawals from 1.9% to 7.2%. And last, Figure 17 indicates that the groups from the various public junior colleges progressed at different rates towards graduation, ranging from 22.2% to 46.7% who had graduated by the end of the summer term of 1968, from 26.4% to 40.0% who were still enrolled in school at the beginning of the fall term of 1968, and from 20.0 % to 50.0% who had dropped out along the way.

Twelfth grade test scores and academic performance

Table 10 shows that the native students, with a mean score of 419, scored much higher on the twelfth grade tests than the transfer groups, 102 points higher indeed than the public junior college transfers and 105 points higher than the other transfers.

---

[34] Drop-outs include those who withdrew or were suspended from school.

TABLE 9

MEAN GRADE-POINT AVERAGES OVER AN EIGHT-TERM PERIOD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE VARIOUS INDIVIDUAL PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

INSTITUTION ADMITTED FROM	NUMBER ENROLLED FALL TERM 1966	GPA IN UPPER DIVISION
A	32	2.57
B	53	2.54
C	41	2.53
D	50	2.50
E	83	2.49
F	179	2.56
G	83	2.49
H	30	2.32
I	71	2.47
J	57	2.41
K	37	2.46
L	36	2.33
M	67	2.32
N-T	102	2.38

Source: Appendix Tables 76-89

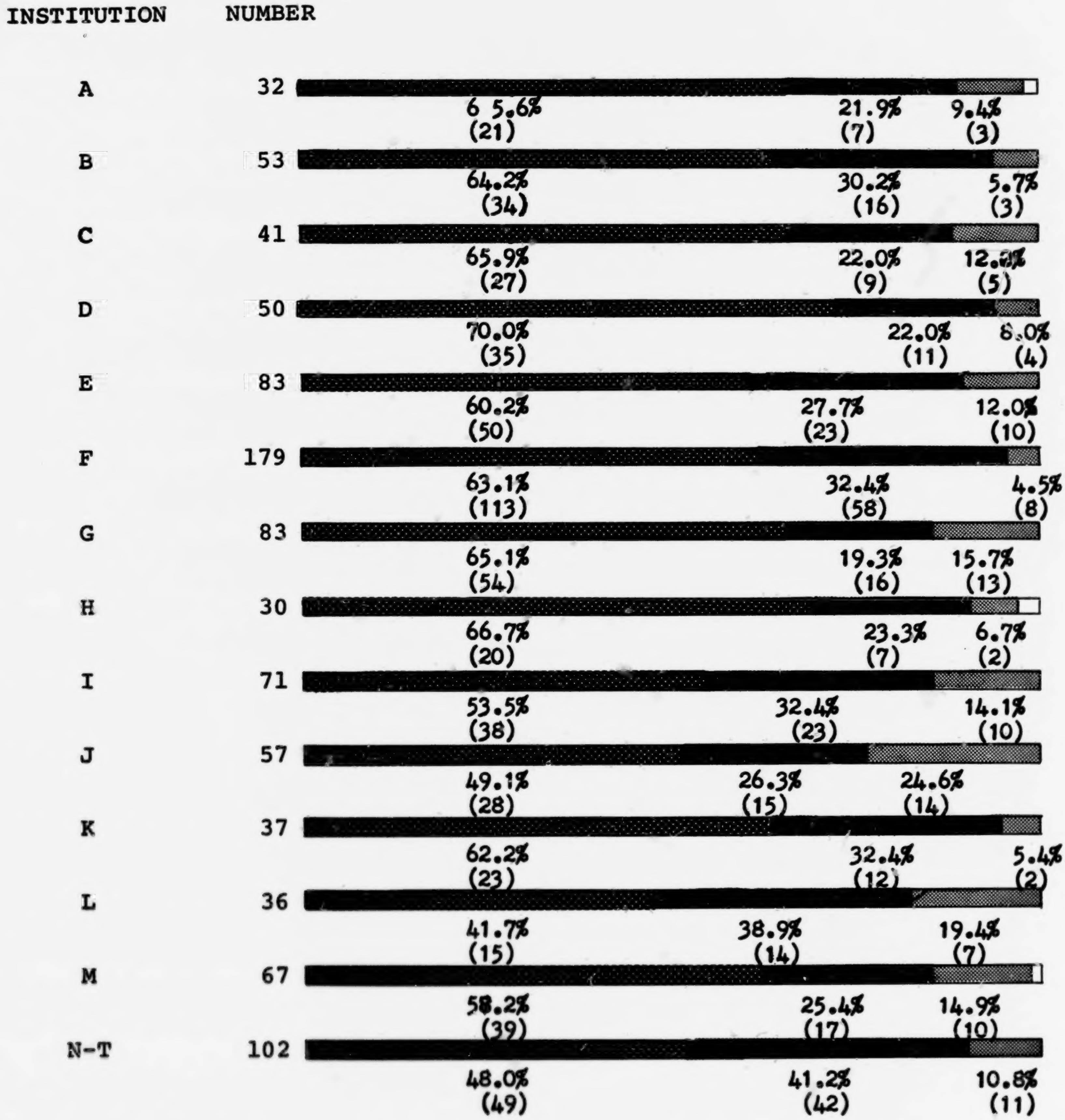


Figure 15. Academic record in the first term of Transfers admitted to the Upper-Division from the Public Junior Colleges in the Fall Term of 1966.

Grade-Point Average of 2.0 and Above	▩	Academic Probation	■
Dropped Out of School	▨	Other	☐

Source: Appendix Tables 33-52.

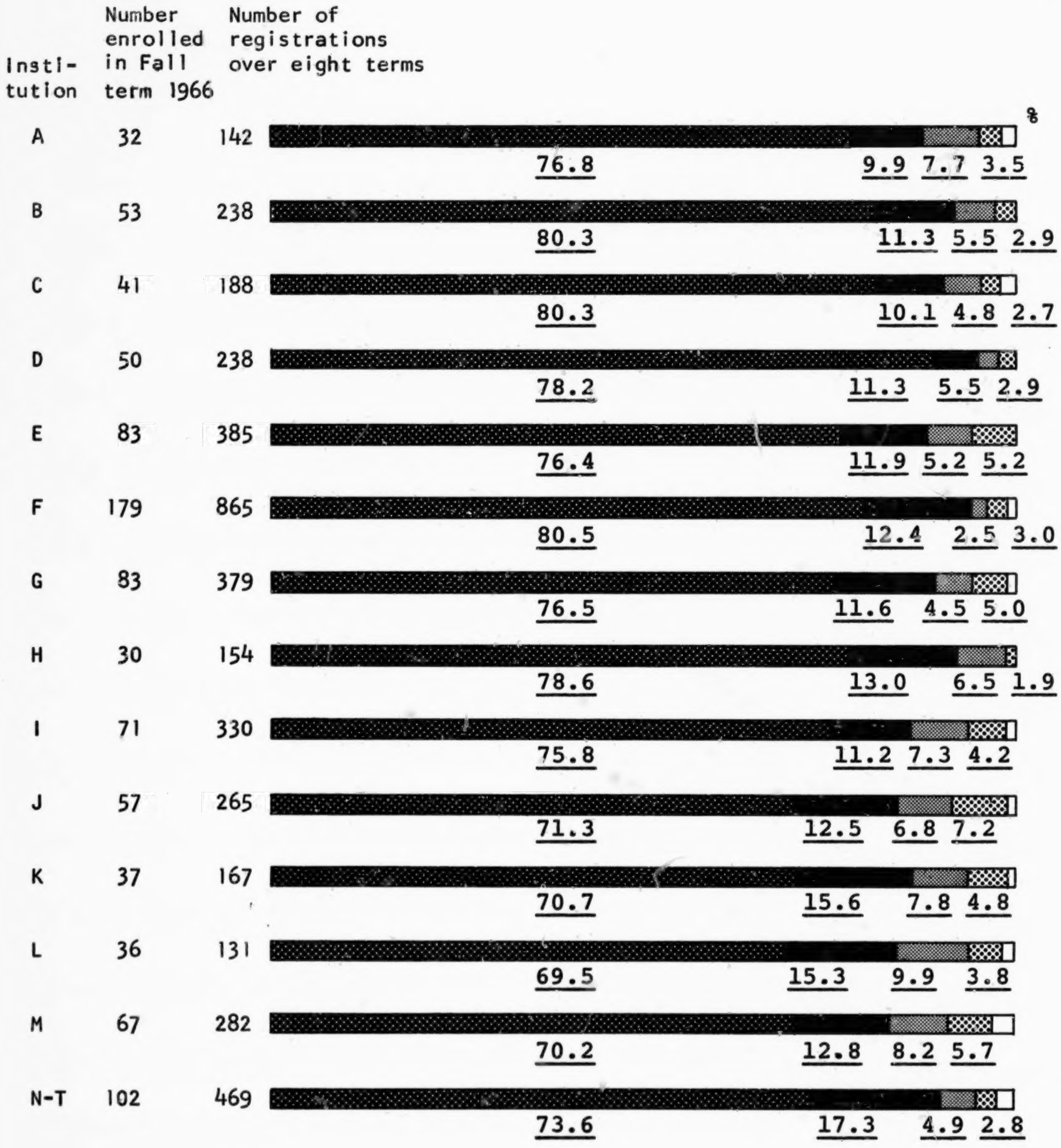
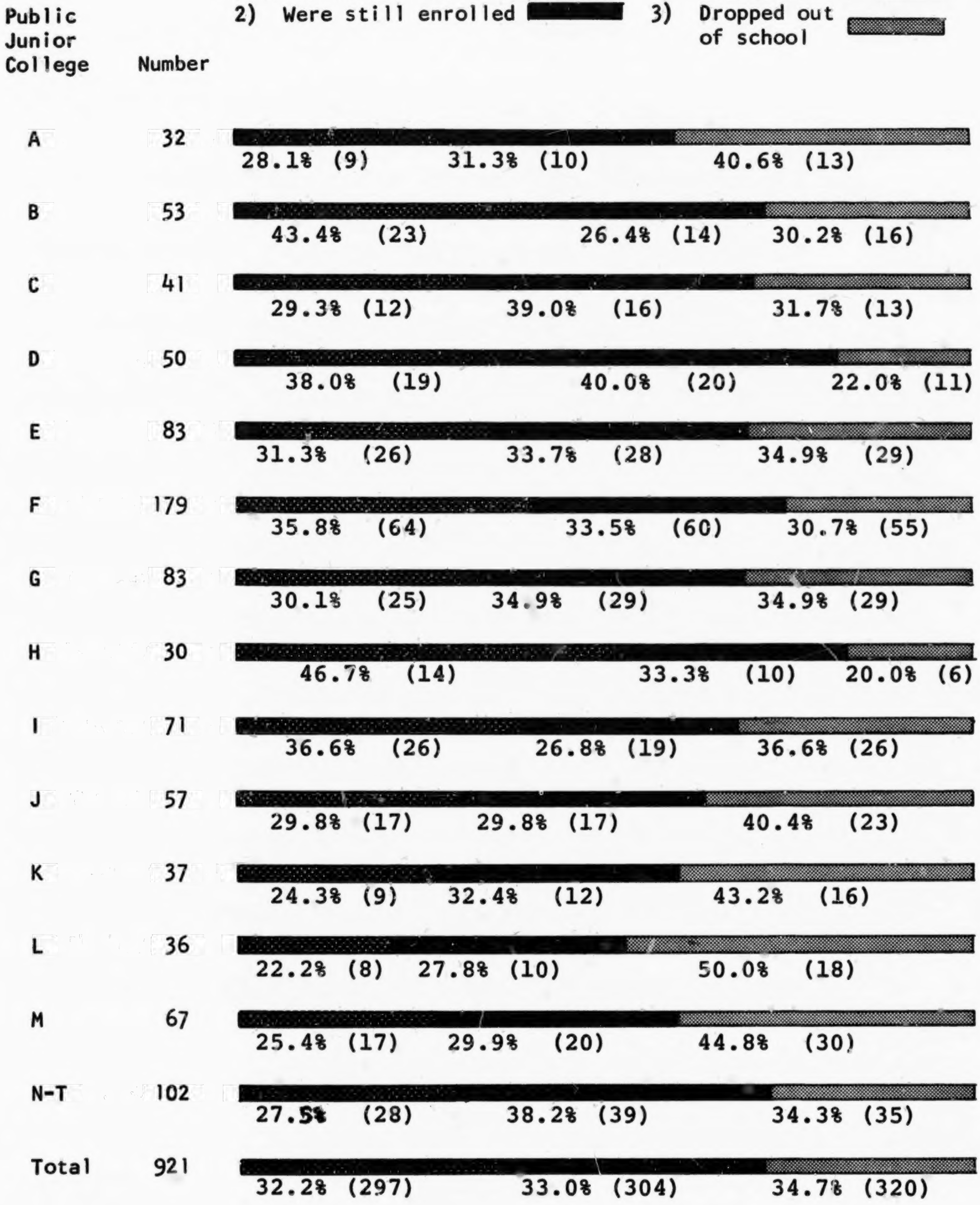


Figure 16. Proportions of registrations by students from individual junior colleges over eight terms in Upper Division that resulted in:

Grade-Point Averages of 2.0 and above	▩	Academic Probations	■
		Withdrawals	▨
Suspensions	▦	Other	□

Source: Appendix Table 117.

Figure 17. Progress towards graduation of students admitted to Upper Division from the various public junior colleges of Florida in the Fall of 1966 who: 1) Graduated ▩ 2) Were still enrolled ■ 3) Dropped out of school ░



Source: Appendix Tables 33-52.

TABLE 10

MEAN PLACEMENT TEST SCORES OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERM OF 1966*

INSTITUTION(S) ADMITTED FROM	NUMBER ENROLLED FALL, 1966		PLACEMENT TEST SCORES	
University College	805		419 (786)	
Public Junior Colleges of Florida	921		317 (892)	
Public Senior Institutions of Florida	31	273	366 (30)	314 (226)
Private Senior Institutions of Florida	36		319 (34)	
Out-of-State Senior Institutions	90		317 (61)	
Private Junior Colleges of Florida	68		304 (68)	
Out-of-State Junior Colleges	48		278 (33)	

* The numbers in parentheses signify the students who had taken the placement tests and thus are the numbers used in computing the mean scores.

Source: Appendix Tables 53-60.

Thus, twelfth grade test scores offer an obvious explanation of why the native students outperformed the transfer students in the upper division. If these tests are indicative of academic ability and achievement, then one would naturally expect the natives to have a higher upper-division grade-point average, a lower attrition rate, and a higher graduation rate. But do the differences in the test scores adequately explain the differences in academic performance in the upper division? Is there any evidence, in other words, that twelfth grade test scores and upper-division grade-point averages are related?

Twelfth grade test scores and upper-division grade-point averages.--Figure 21 suggests that, with one surprising exception, the higher a student scored on the twelfth grade tests the more likely he was to make a grade-point average of 2.0+. In other words, 350 native and transfer students who scored 450-495 on the tests registered 1,779 times over the eight-term period under consideration and 88.3% of these registrations resulted in grade-point averages of 2.0+, 450 in the 400-449 category registered 2,271 times and 85.6% of these registrations resulted in satisfactory grade-point averages, 366 in the 350-399 category registered 1,719 times and 83.0% of these registrations resulted in acceptable averages, and so on down by easy steps to 69.6% for those in the 200-249 category and a surprising rise to 73.4% for those who scored below 200.[35]

Moreover, the data suggest more or less the same pattern for the public junior college transfers. The percentages in Figure 19, in other words, move in a generally downward pattern, from 87.2% for those in the 450-495 category to 69.9% for those in the 200-249 category, indicating that, in general, the higher

---

[35] For some reason inexplicable from the data in hand students who scored below 200 on the placement tests consistently outperformed those who scored 200-249. See Figures 19, 20, 21, 27, 28, 29, 35, 36, 37, 47, 48, 49, 63, 64, 65, 71, 72, and 73.

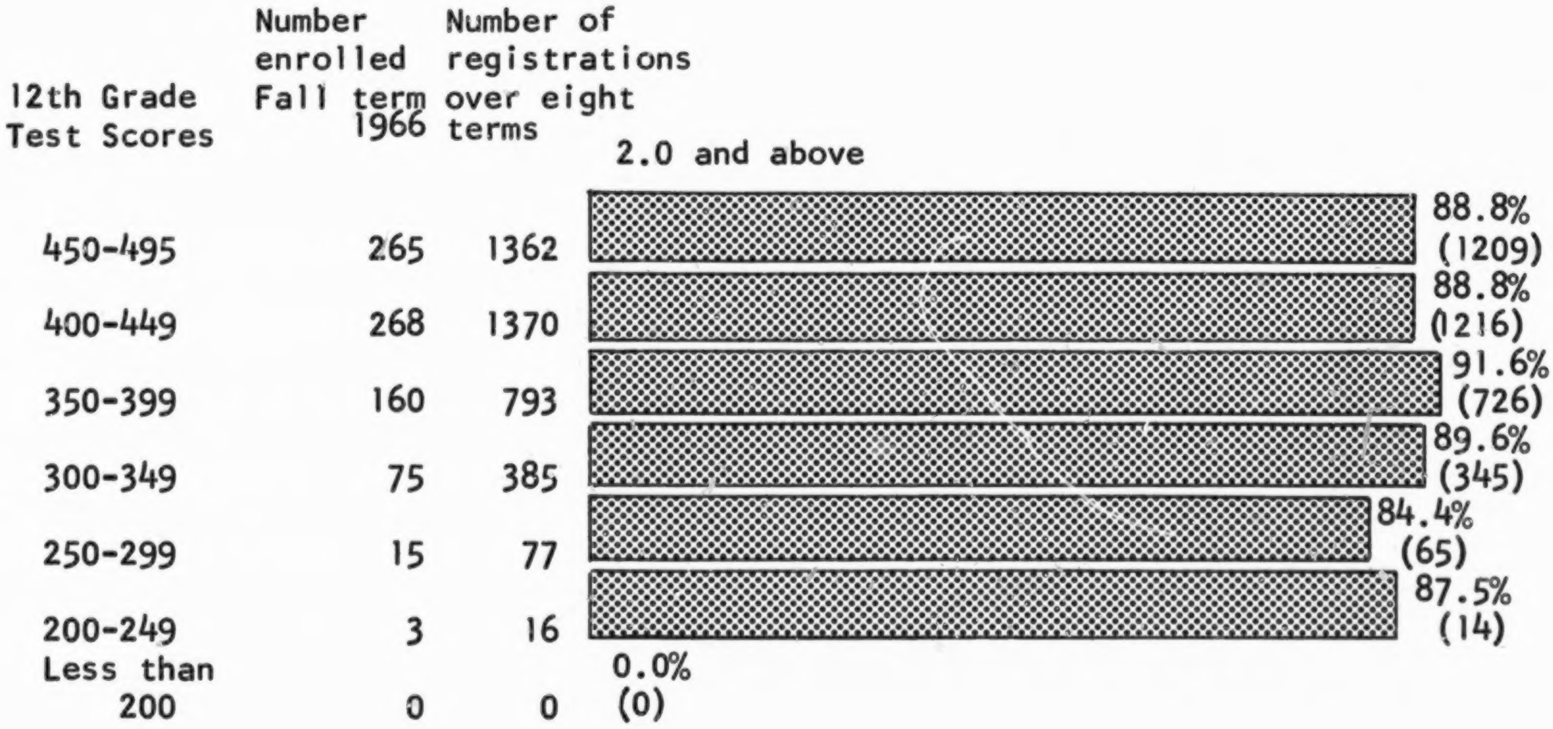


Figure 18. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 98.

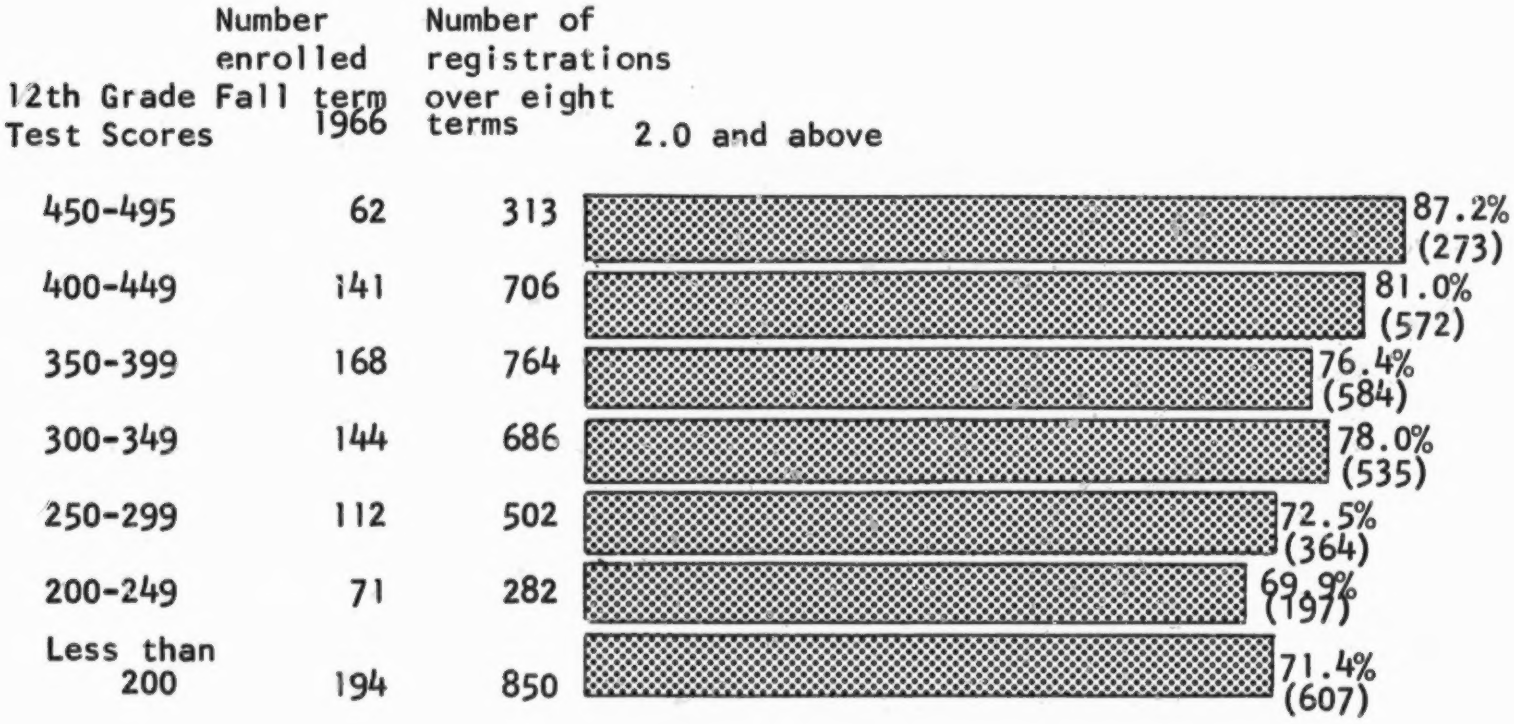


Figure 19. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 99.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	2.0 and above
450-495	23	104	85.6% (89)
400-449	41	195	79.5% (155)
350-399	38	162	72.2% (117)
300-349	26	132	80.3% (106)
250-299	22	91	76.9% (70)
200-249	16	61	63.9% (39)
Less than 200	60	282	79.4% (224)

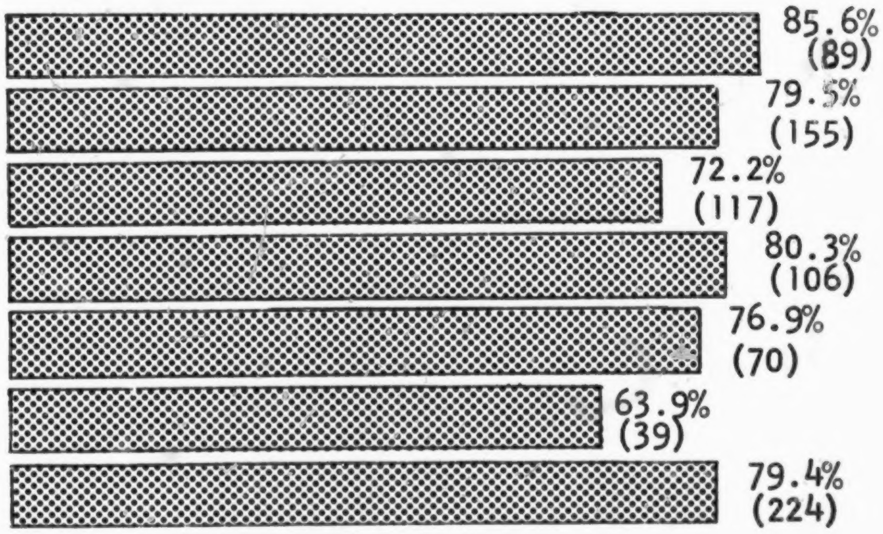


Figure 20. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 100.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	2.0 and above
450-495	350	1779	88.3% (1571)
400-449	450	2271	85.6% (1943)
350-399	366	1719	83.0% (1427)
300-349	245	1203	82.0% (986)
250-299	149	670	74.5% (499)
200-249	90	359	69.6% (250)
Less than 200	254	1132	73.4% (831)

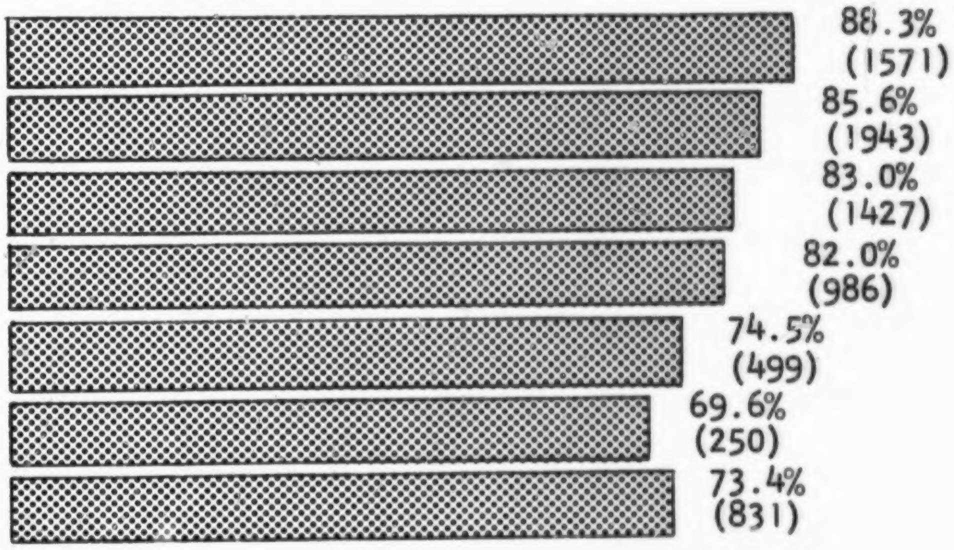


Figure 21. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 101.

a public junior college transfer scored on the twelfth grade tests the more likely he was to make a grade-point average of 2.0 or better.

On the other hand, the percentages for the other transfers were generally downward but more erratic, moving, as Figure 20 shows, from 85.6% for those in the 450-495 category to 63.9% for those in the 200-249 category and suggesting the possibility that some small relationship might exist, for these students, between twelfth grade test scores and upper-division grade-point averages.

Indeed, only among the native students is there no discernible relationship between twelfth grade test scores and grade-point averages of 2.0+; for as Figure 18 shows, registration by students in the 300-349 and 350-399 categories resulted in higher percentages of 2.0+ grade-point averages than registrations by students who scored 400 and above, and only in the two lowest categories, where the number of registrations was small, was there any falling off whatsoever in the percentages of registrations that resulted in satisfactory grade-point averages.

Moreover, these impressions are reenforced when the data are organized in a somewhat different way. In other words, Figures 22-25 indicate that a higher percentage of 2.0+ grade-point averages resulted from registrations by students who scored 300-495 on the twelfth grade tests than from registrations by students who scored below 300, and this was especially true for the total group and for the public junior college transfers.[36]

In addition, the data indicate that students who scored higher on the twelfth grade tests tended to make more "A"s and "B"s than the lower scorers.

This is best illustrated by Figure 29, which shows that registrations by all students in the various test score categories from 450-495 down through

---

[36] Under present policy, the University of Florida rarely admits freshmen who scored below 300 on the twelfth grade tests. Thus, a division of students into groups who scored 300+ and below 300 makes it possible to get some idea of how below-300 scorers fare in the upper division.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	768	3910
Less than 300	18	93

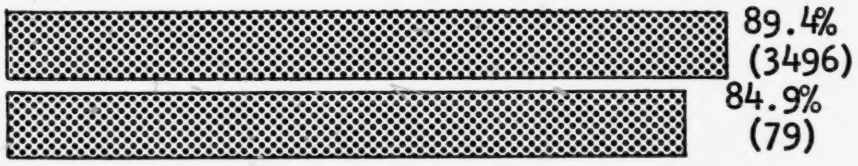


Figure 22. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	515	2469
Less than 300	377	1634

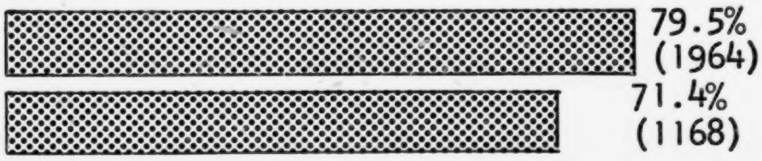


Figure 23. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

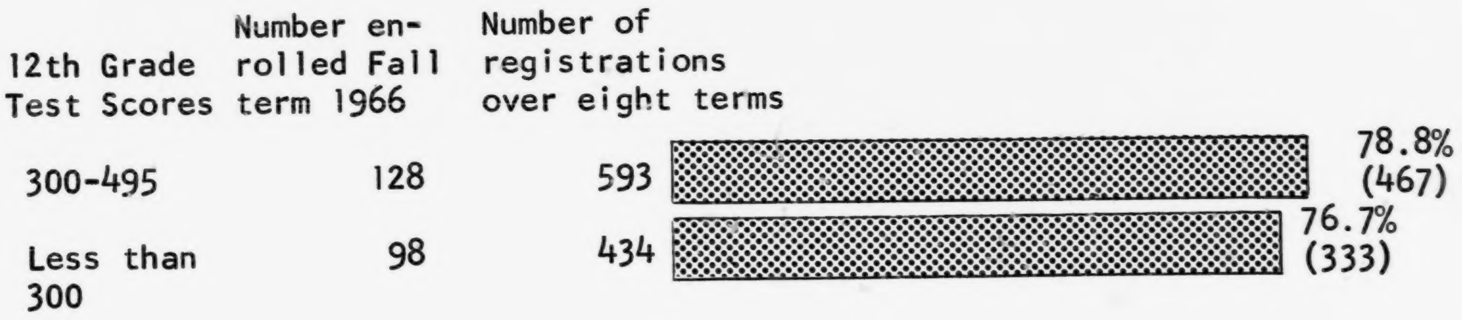


Figure 24. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

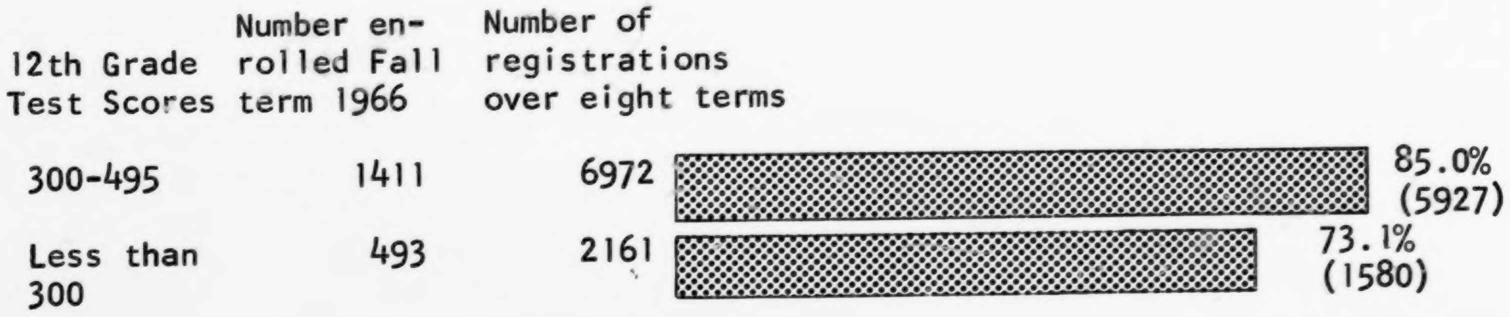


Figure 25. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

200-249 resulted respectively in the following percentages of 3.0+ grade-point averages: 50.1%, 36.9%, 32.8%, 29.5%, 20.7%, and 18.7%, a consistent pattern of descending percentages broken only by the surprising below-200 group.

However, Figures 26-28 also show that the same basic pattern tends to hold true, in less consistent form, when native students, public junior college transfers, and other transfers are considered separately, and Figures 30-33 suggest the same thing.

Moreover, the reverse also seems to be true--that is to say, the higher twelfth grade test scorers also tended to make fewer "D"s and "E"s than the lower scorers. Thus, Figure 37 shows the following distribution of below-2.0 grade-point averages: 450-495, 8.7%; 400-449, 11.7%; 350-399, 14.0%; 300-349, 14.9%; 250-299, 21.9%; 200-249, 25.3%; and below 200, 20.0%, and Figures 34-36 reveal a similar but less consistent pattern for the separate groups of native students, public junior college transfers, and other transfers. Furthermore, Figures 38-41 lend support to the basic idea.

Finally, the rank-order method utilized in Figures 42-45 also suggests a possible connection between twelfth grade test scores and upper-division grade-point averages.

For instance, Figure 42 indicates that the major groups with the highest test scores tended to make the highest grade-point averages in the first term of upper-division work, and Figure 43 suggests, but much less clearly, the same general pattern for the transfer groups from the individual public junior colleges.

Moreover, Figure 44 suggests that the twelfth grade test scores and overall upper-division grade-point averages of the major groups may, to some extent, be related, and Figure 45 indicates that the individual public junior college groups with the highest test scores also tended to make the highest overall grade-point averages in the upper division.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	3.0 and above
450-495	265	. 1362	51.2% (697)
400-449	268	1370	38.0% (520)
350-399	160	793	42.0% (333)
300-349	75	385	40.5% (156)
250-299	15	77	26.0% (20)
200-249	3	16	18.8% (3)
Less than 200	0	0	0% (0)

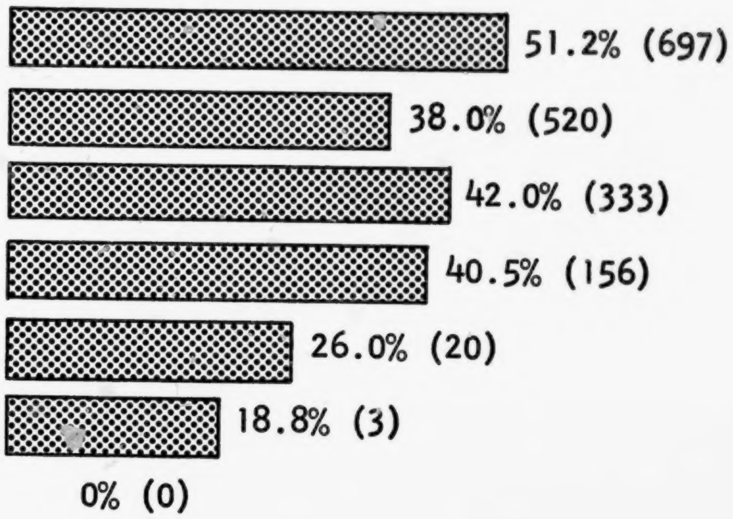


Figure 26. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 98.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	3.0 and above
450-495	62	313	44.1% (138)
400-449	141	706	33.6% (237)
350-399	168	764	25.4% (194)
300-349	144	686	24.1% (165)
250-299	112	502	20.7% (104)
200-249	71	282	18.1% (51)
Less than 200	194	850	22.9% (195)

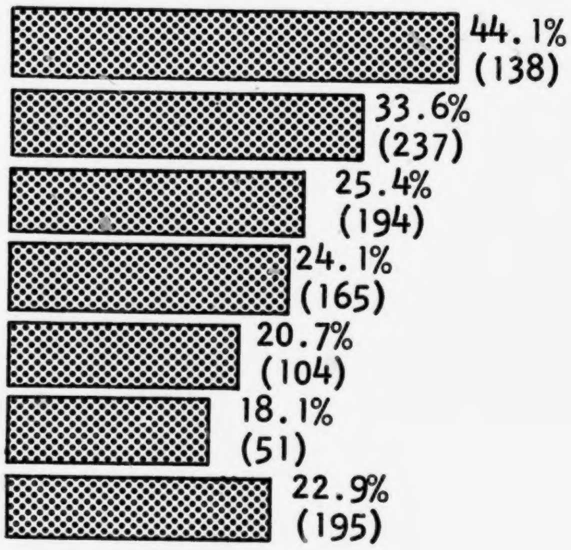


Figure 27. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 99.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	3.0 and above
450-495	23	104	53.8% (56)
400-449	41	195	42.1% (82)
350-399	38	162	22.2% (36)
300-349	26	132	25.8% (34)
250-299	22	91	16.5% (15)
200-249	16	61	21.3% (13)
Less than 200	60	282	33.7% (95)

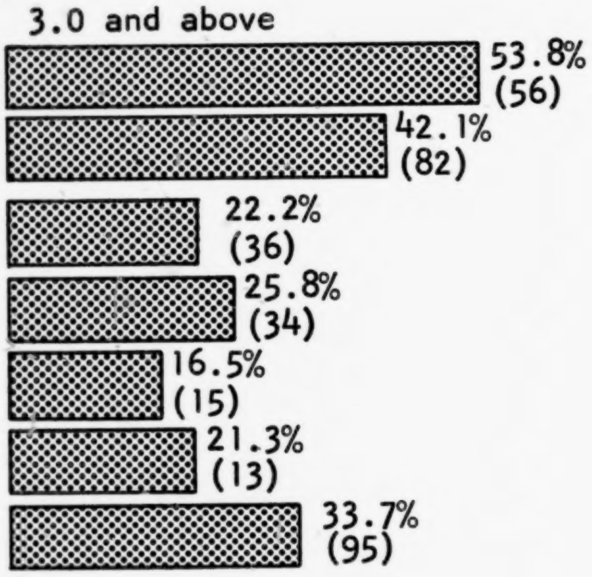


Figure 28. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 100.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	3.0 and above
450-495	350	1779	50.1% (891)
400-449	450	2271	36.9% (839)
350-399	366	1719	32.8% (563)
300-349	245	1203	29.5% (355)
250-299	149	670	20.7% (139)
200-249	90	359	18.7% (67)
Less than 200	254	1132	25.6% (290)

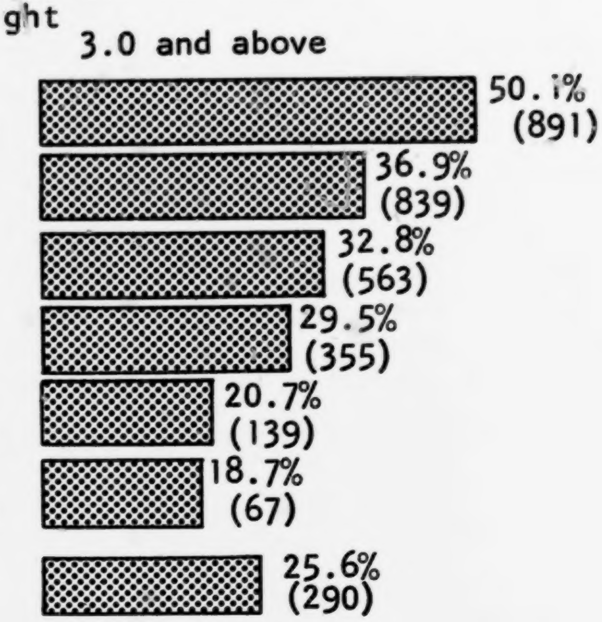


Figure 29. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 101.

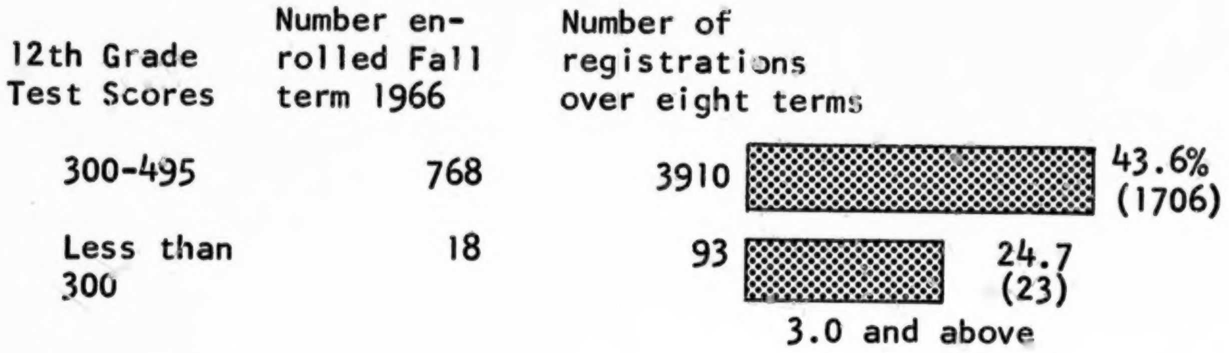


Figure 30. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

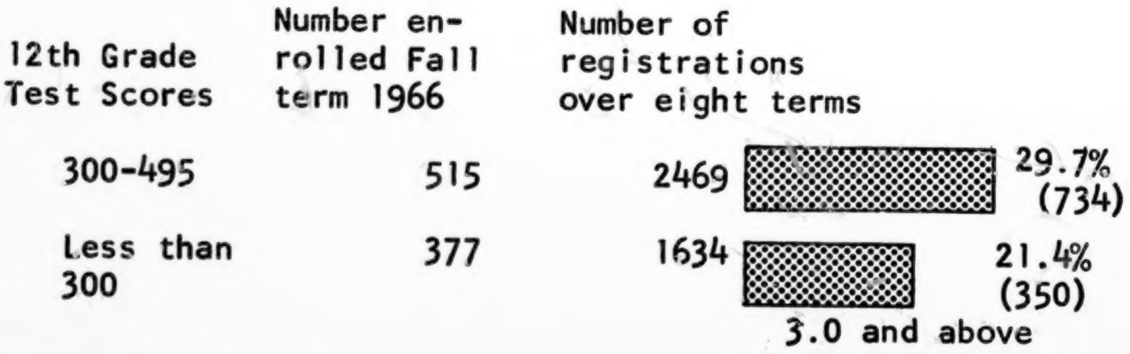


Figure 31. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

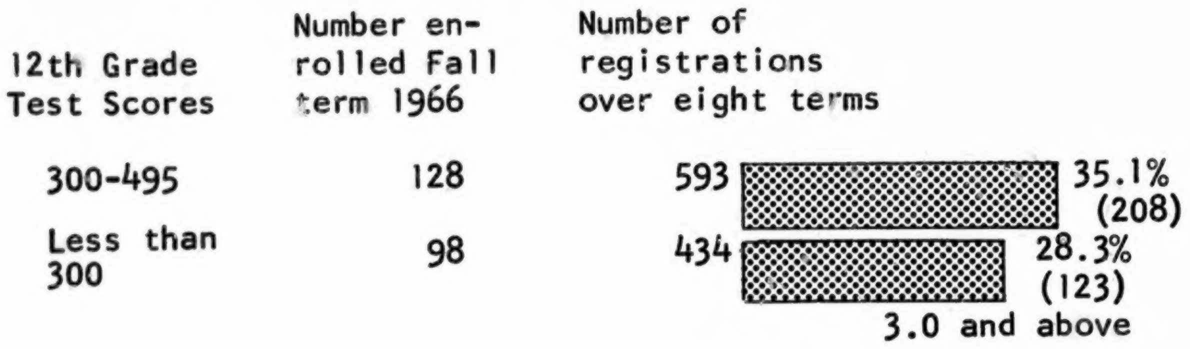


Figure 32. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

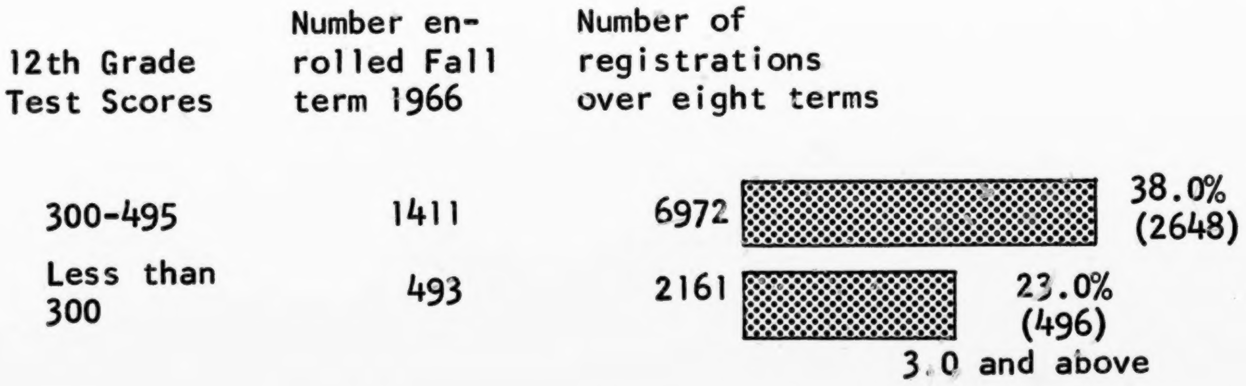


Figure 33. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 102.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	265	1362
400-449	268	1370
350-399	160	793
300-349	75	385
250-299	15	77
200-249	3	16
Less than 200	0	0

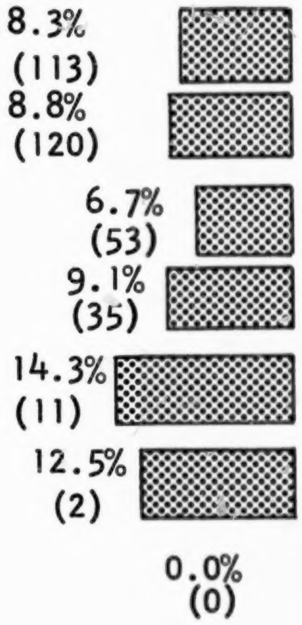


Figure 34. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 98.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	62	313
400-449	141	706
350-399	168	764
300-349	144	686
250-299	112	502
200-249	71	282
Less than 200	194	850

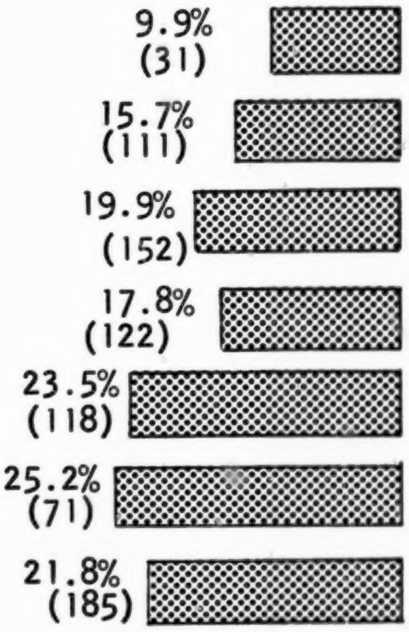


Figure 35. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 99.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	23	104
400-449	41	195
350-399	38	162
300-349	26	132
250-299	22	91
200-249	16	61
Less than 200	60	282

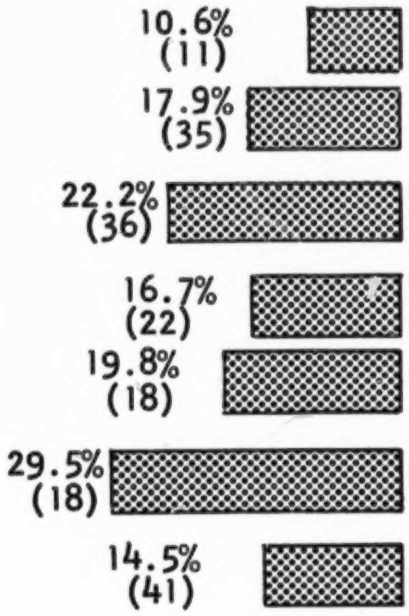


Figure 36. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 100.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	350	1779
400-449	450	2271
350-399	366	1719
300-349	245	1203
250-299	149	670
200-249	90	359
Less than 200	254	1132

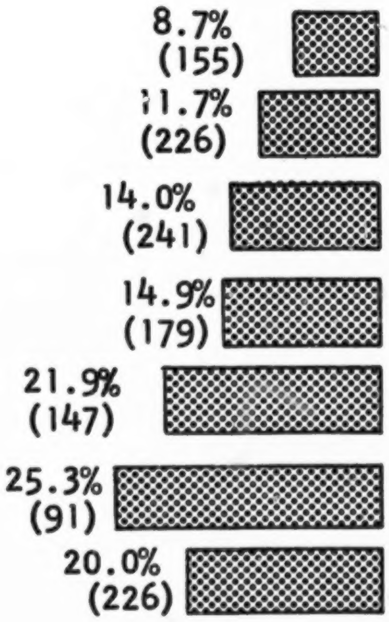


Figure 37. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 101.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	768	3910
Less than 300	18	93

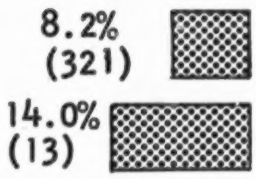


Figure 38. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 102.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	515	2469
Less than 300	377	1634

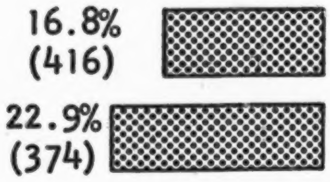


Figure 39. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 102.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	128	593
Less than 300	98	434

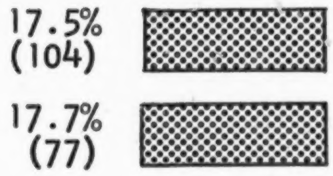


Figure 40. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 102.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
300-495	1411	6972
Less than 300	493	2161

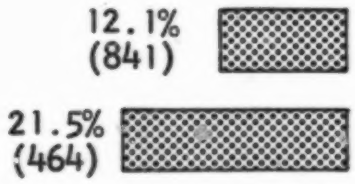


Figure 41. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 102.

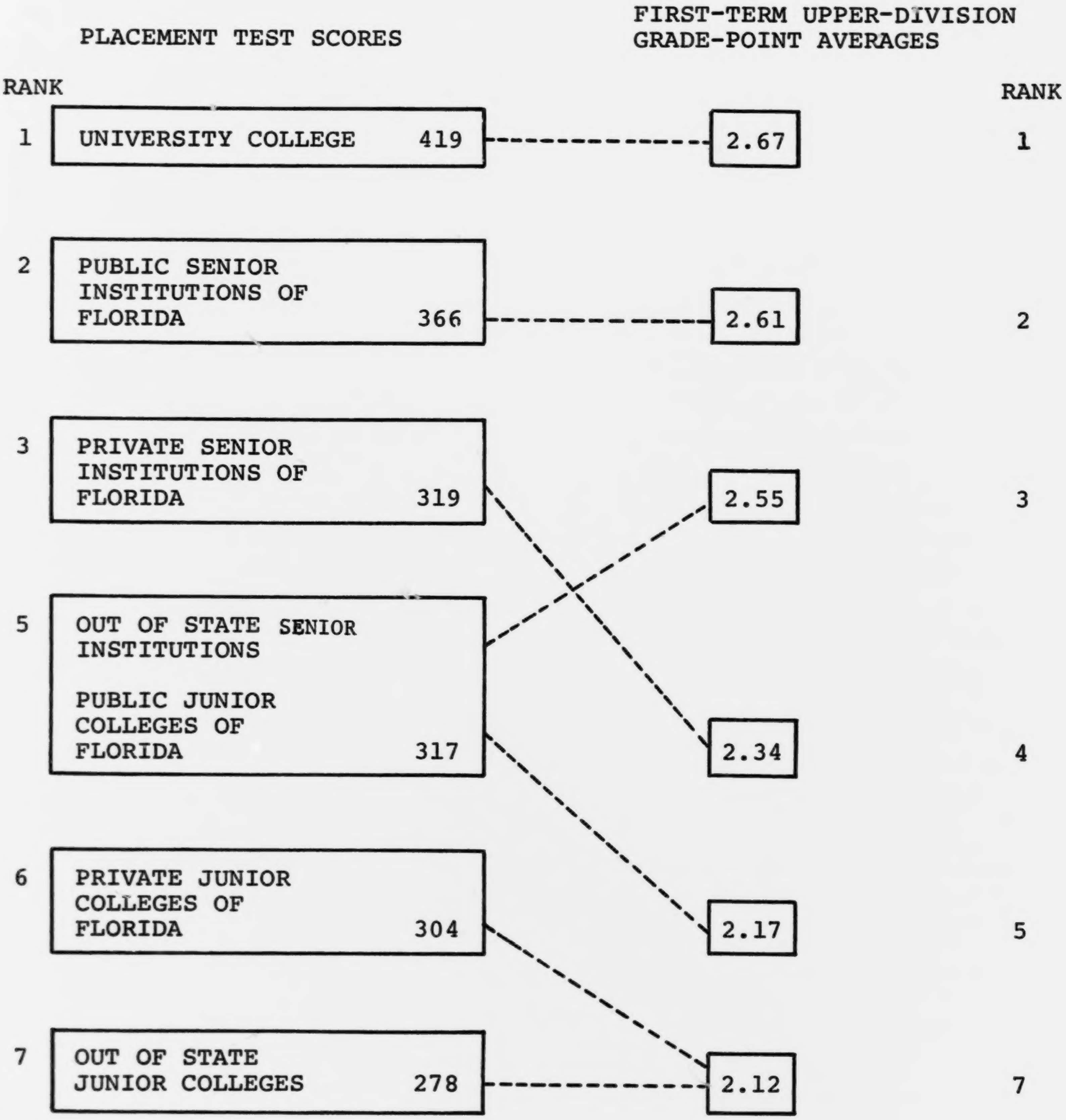

PLACEMENT TEST SCORES
FIRST-TERM UPPER-DIVISION GRADE-POINT AVERAGES
RANK
RANK
1
UNIVERSITY COLLEGE 419
2.67
1
2
PUBLIC SENIOR INSTITUTIONS OF FLORIDA 366
2.61
2
3
PRIVATE SENIOR INSTITUTIONS OF FLORIDA 319
2.55
3
5
OUT OF STATE SENIOR INSTITUTIONS
PUBLIC JUNIOR COLLEGES OF FLORIDA 317
2.34
4
2.17
5
6
PRIVATE JUNIOR COLLEGES OF FLORIDA 304
7
OUT OF STATE JUNIOR COLLEGES 278
2.12
7

Figure 42. Rank order of students admitted to the Upper Division from all institutions in the Fall term of 1966 according to 12th Grade Test Scores and first-term Upper-Division Grade-Point Averages.

Source: Appendix Tables 53-60.

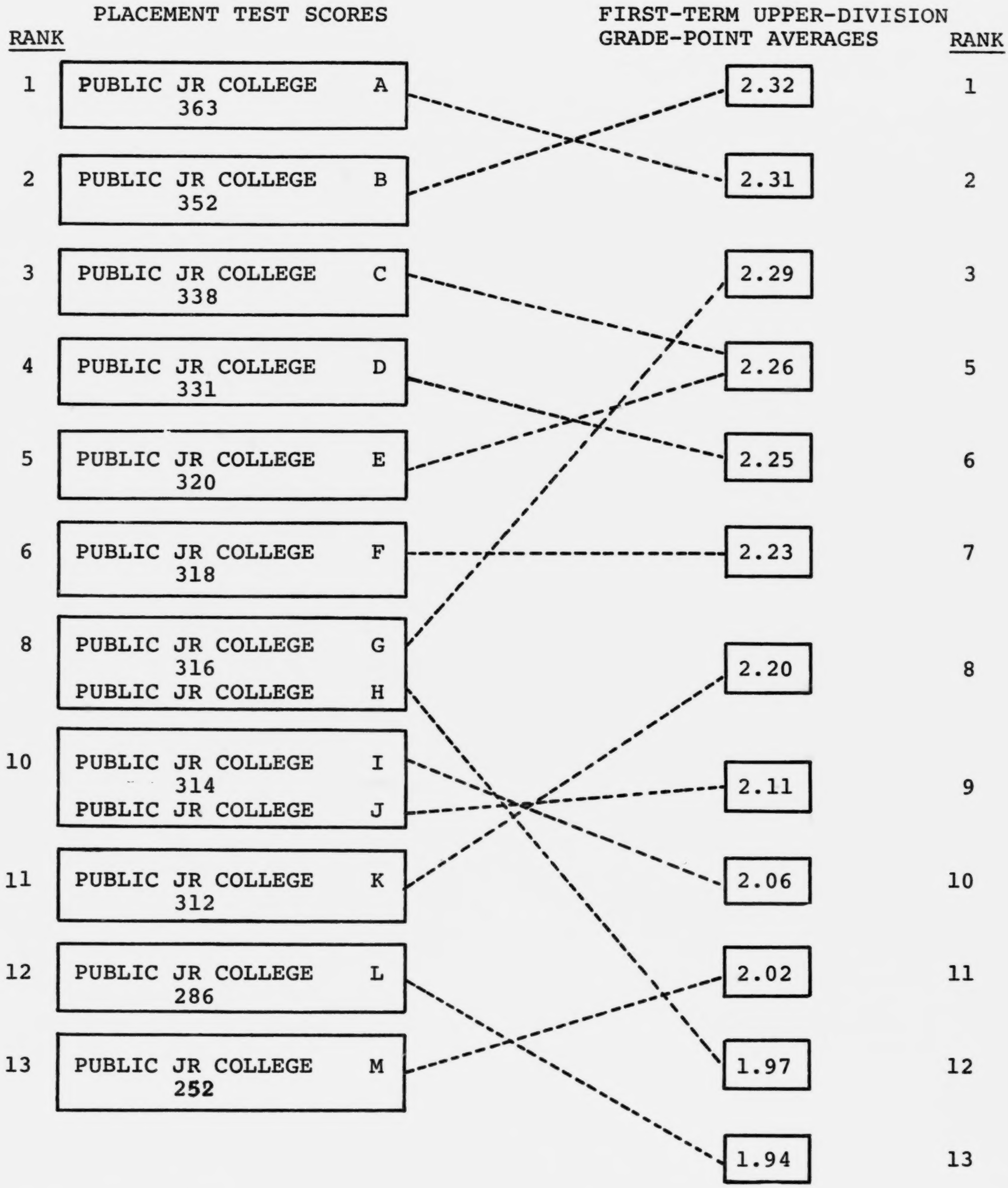

PLACEMENT TEST SCORES
RANK
FIRST-TERM UPPER-DIVISION GRADE-POINT AVERAGES
RANK
1 PUBLIC JR COLLEGE A 363
2 PUBLIC JR COLLEGE B 352
3 PUBLIC JR COLLEGE C 338
4 PUBLIC JR COLLEGE D 331
5 PUBLIC JR COLLEGE E 320
6 PUBLIC JR COLLEGE F 318
8 PUBLIC JR COLLEGE G 316 PUBLIC JR COLLEGE H
10 PUBLIC JR COLLEGE I 314 PUBLIC JR COLLEGE J
11 PUBLIC JR COLLEGE K 312
12 PUBLIC JR COLLEGE L 286
13 PUBLIC JR COLLEGE M 252
2.32 1
2.31 2
2.29 3
2.26 5
2.25 6
2.23 7
2.20 8
2.11 9
2.06 10
2.02 11
1.97 12
1.94 13

Figure 43. Rank order of transfers from individual public junior colleges admitted to the Upper Division in the Fall term of 1966 according to 12th Grade Test Scores and first-term Upper-Division Grade-Point Averages.

Source: Appendix Tables 76 - 88.

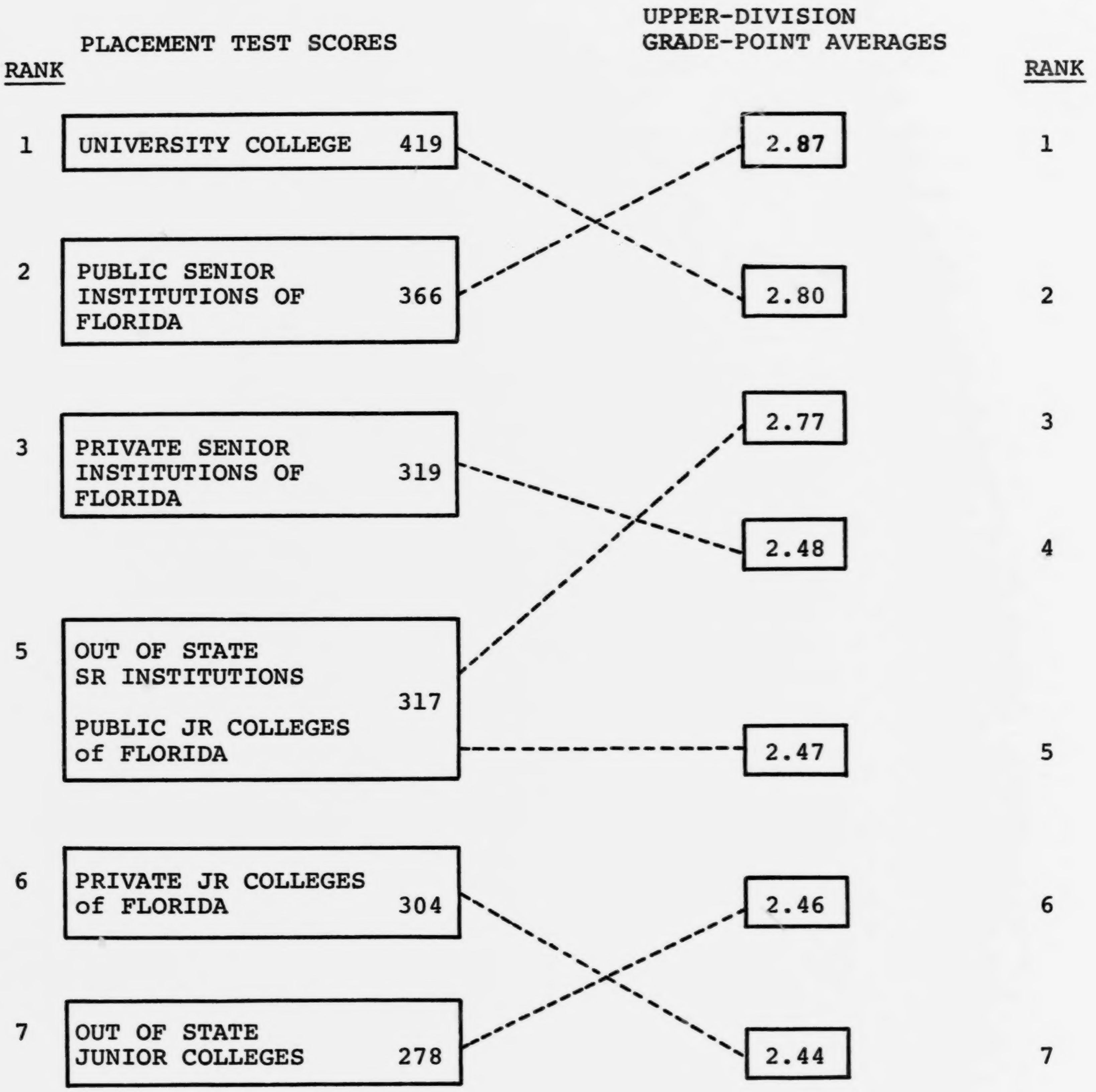

PLACEMENT TEST SCORES
RANK
UPPER-DIVISION GRADE-POINT AVERAGES
RANK
1
UNIVERSITY COLLEGE 419
2.87
1
2
PUBLIC SENIOR INSTITUTIONS OF FLORIDA 366
2.80
2
3
PRIVATE SENIOR INSTITUTIONS OF FLORIDA 319
2.77
3
2.48
4
5
OUT OF STATE SR INSTITUTIONS
317
PUBLIC JR COLLEGES of FLORIDA
2.47
5
6
PRIVATE JR COLLEGES of FLORIDA 304
2.46
6
7
OUT OF STATE JUNIOR COLLEGES 278
2.44
7

Figure 44. Rank order of students admitted to the Upper Division from all institutions in the Fall term of 1966 according to 12th Grade Test Scores and overall Upper-Division Grade-Point Averages.

Source: Appendix Tables 53 - 60.

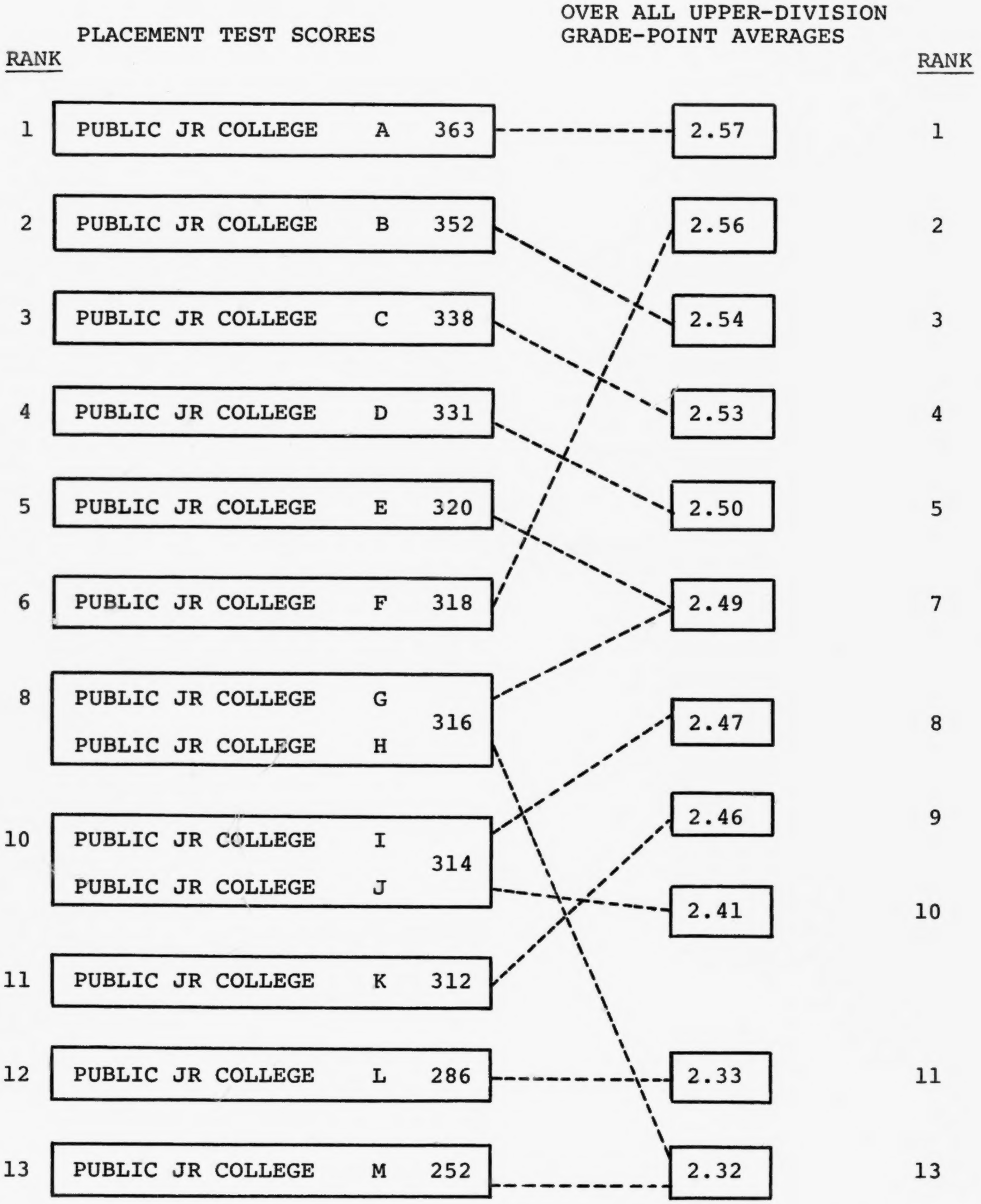

PLACEMENT TEST SCORES
RANK
OVER ALL UPPER-DIVISION GRADE-POINT AVERAGES
RANK
1 PUBLIC JR COLLEGE A 363
2 PUBLIC JR COLLEGE B 352
3 PUBLIC JR COLLEGE C 338
4 PUBLIC JR COLLEGE D 331
5 PUBLIC JR COLLEGE E 320
6 PUBLIC JR COLLEGE F 318
8 PUBLIC JR COLLEGE G
PUBLIC JR COLLEGE H 316
10 PUBLIC JR COLLEGE I
PUBLIC JR COLLEGE J 314
11 PUBLIC JR COLLEGE K 312
12 PUBLIC JR COLLEGE L 286
13 PUBLIC JR COLLEGE M 252
2.57 1
2.56 2
2.54 3
2.53 4
2.50 5
2.49 7
2.47 8
2.46 9
2.41 10
2.33 11
2.32 13

Figure 45. Rank order of transfers admitted to the Upper-Division from individual Public Junior Colleges in the Fall of 1966 according to 12th Grade Test Scores and Over All Upper-Division Grade-Point Averages.

Source: Appendix Tables 76-88.

In summary, therefore, some evidence does suggest a possible connection between twelfth grade test scores and upper-division grade-point averages, in some groups at least.

Whether it is a significant causal relationship, however, awaits further study.

Twelfth grade test scores and academic probations.--The data also suggest that twelfth grade test scores and academic probations may be related.

For instance, Figure 49 shows that only 5.5% of all registrations by students who scored 450-495 on the tests resulted in academic probations, whereas 8.1% resulted from registrations by students who scored 400-449, 8.8% resulted from registrations by students who scored 350-399, 10.2% resulted from registrations by students who scored 300-349, 14.0% resulted from registrations by students who scored 250-299, 17.0% resulted from registrations by students who scored 200-249, and 12.3% resulted from registrations by students who scored below 200, except for the latter a consistent pattern that suggests that twelfth grade test scores and academic probations are related.

Moreover, the same basic pattern holds true for the native students and public junior college transfers. Thus, Figure 46 shows that, except for those in the 350-399 category, the lower a native student scored on the tests the greater were his chances of being placed on academic probation, and Figure 47 indicates that for the public junior college transfers there were no inportant deviations from the basic pattern.

Only among the transfers from other institutions, indeed, does there seem to have been little relationship between twelfth grade test scores and academic probations, and even here the basic pattern tends to hold true except for students who scored between 250-349 (Figure 48).

Furthermore, Figures 50-53 lend support to these impressions.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	265	1362
400-449	268	1370
350-399	160	793
300-349	75	385
250-299	15	77
200-249	3	16
Less than 200	0	0

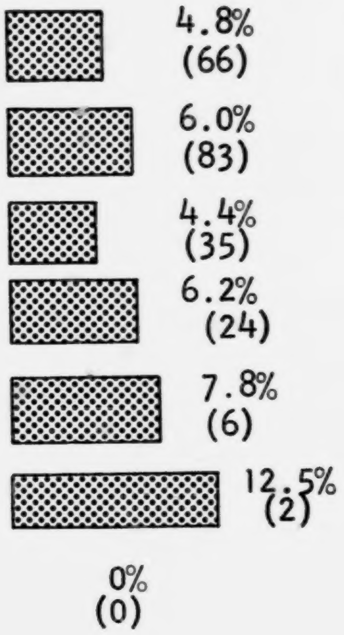


Figure 46. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 103.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms
450-495	62	313
400-449	141	706
350-399	168	764
300-349	144	686
250-299	112	502
200-249	71	282
Less than 200	194	850

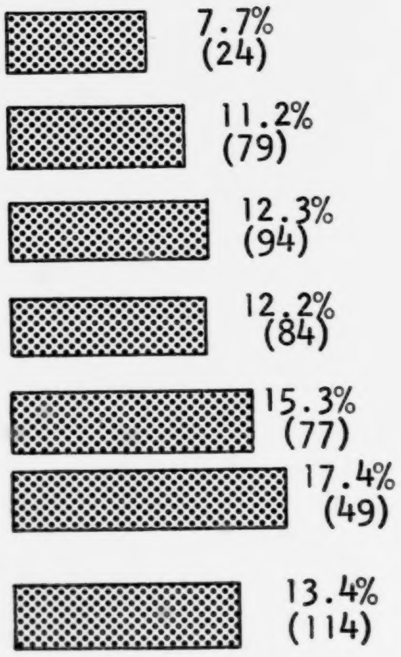
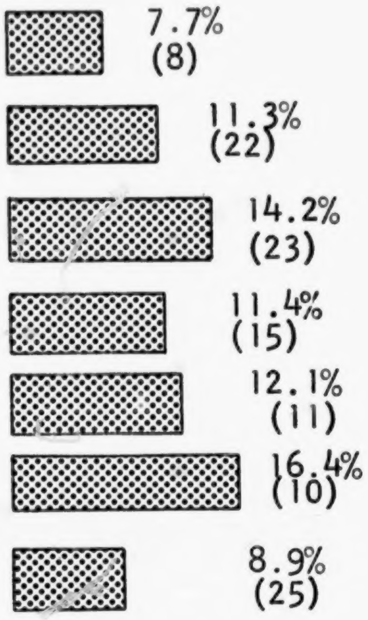


Figure 47. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

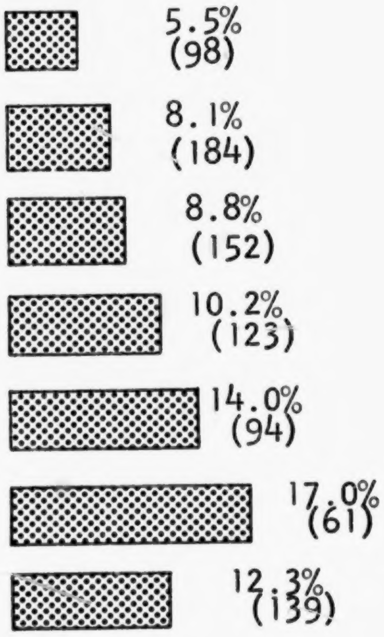
Source: Appendix Table 104.



12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	23	104	7.7% (8)
400-449	41	195	11.3% (22)
350-399	38	162	14.2% (23)
300-349	26	132	11.4% (15)
250-299	22	91	12.1% (11)
200-249	16	61	16.4% (10)
Less than 200	60	282	8.9% (25)

Figure 48. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 105.



12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	350	1779	5.5% (98)
400-449	450	2271	8.1% (184)
350-399	366	1719	8.8% (152)
300-349	245	1203	10.2% (123)
250-299	149	670	14.0% (94)
200-249	90	359	17.0% (61)
Less than 200	254	1132	12.3% (139)

Figure 49. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 106.

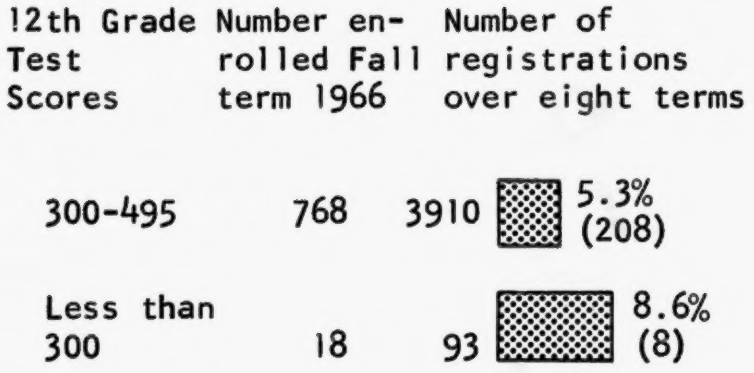


Figure 50. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 103.

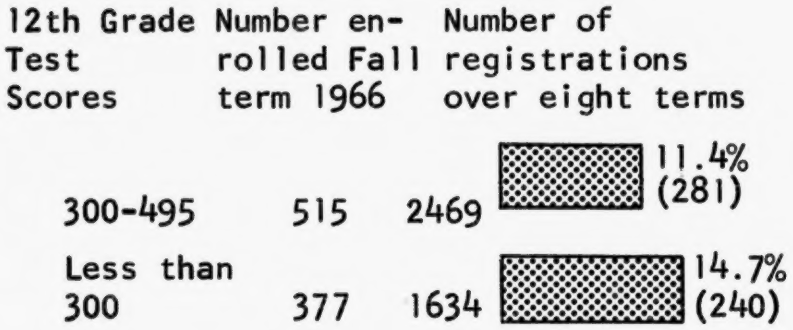


Figure 51. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 104.

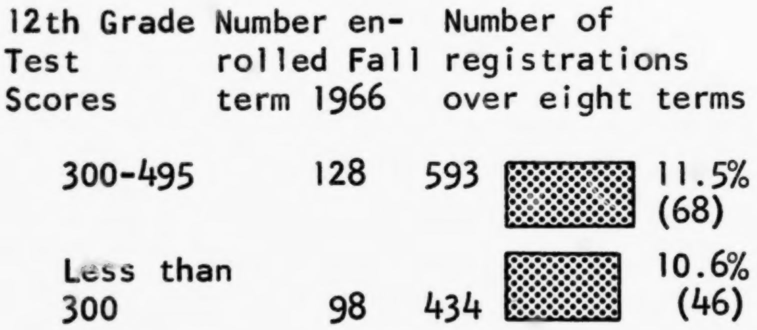


Figure 52. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 105.

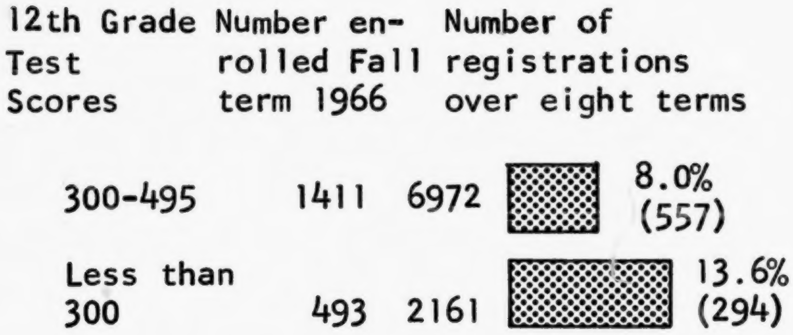


Figure 53. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in academic probations.

Source: Appendix Table 106.

Twelfth grade test scores and withdrawals.--An examination of the data on withdrawals reveals that the native and transfer groups were characterized by contrasting patterns.

Figure 54 shows, for instance, that native students who scored the highest on the twelfth grade tests were the most likely to withdraw from school. In other words, native students in the 450-495 test score category registered 1,362 times over eight terms in the upper division and 2.6% of these registrations resulted in withdrawals from school, a higher withdrawal rate than the 2.4%, 1.8%, 1.3%, and 1.3% that, respectively, characterized the 400-449, 350-399, 300-349, and 250-299 test score categories.

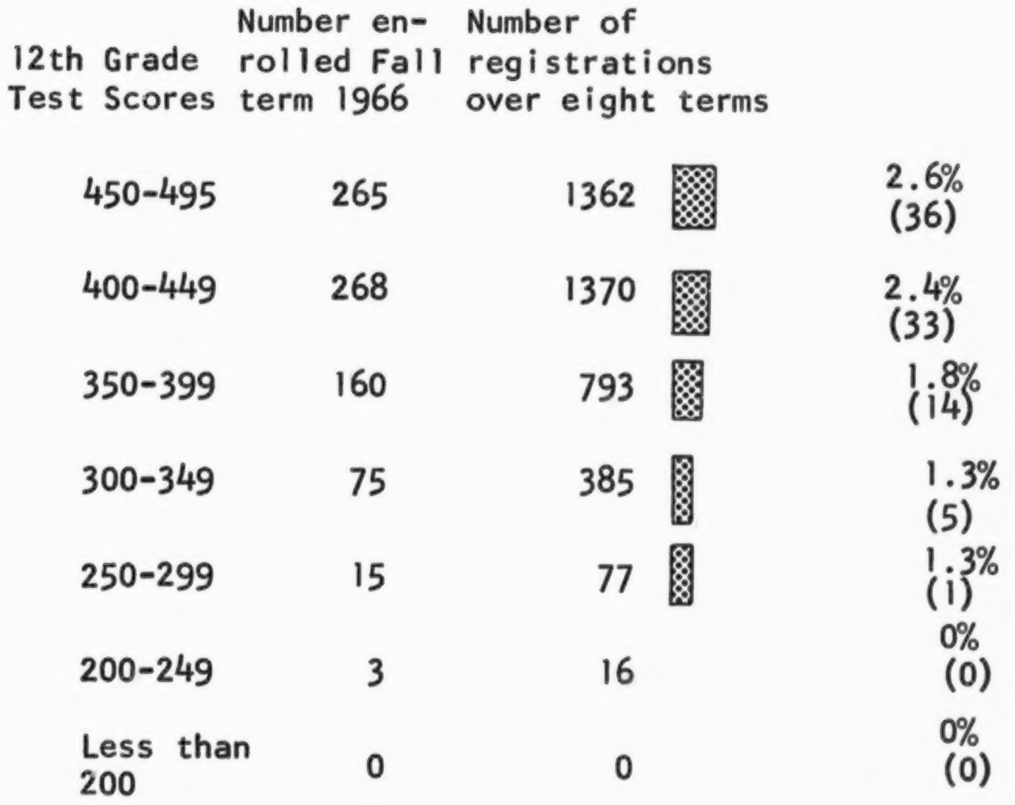
The public junior college transfers, on the other hand, reversed this pattern. As Figure 55 shows, in short, the withdrawal rate moved in a consistently upward pattern from a low of 1.9% for the highest test score category to a high of 6.6% for the below-200 category.

From the data presented in Figure 56, however, no consistent pattern is apparent for the transfers from other institutions, but Figure 60--which organizes the data in a somewhat different way--suggests that they, like public junior college transfers, were more likely to withdraw from school if they scored low on the twelfth grade tests.

As for the total group, Figure 57 indicates that, in general, the higher twelfth grade test scorers were less likely to withdraw from school than the lower test scorers.

From the evidence in hand, therefore, twelfth grade test scores and withdrawals seem to be directly related for transfer groups and inversely related for native students, and Figures 58-61 also suggest that this is so.

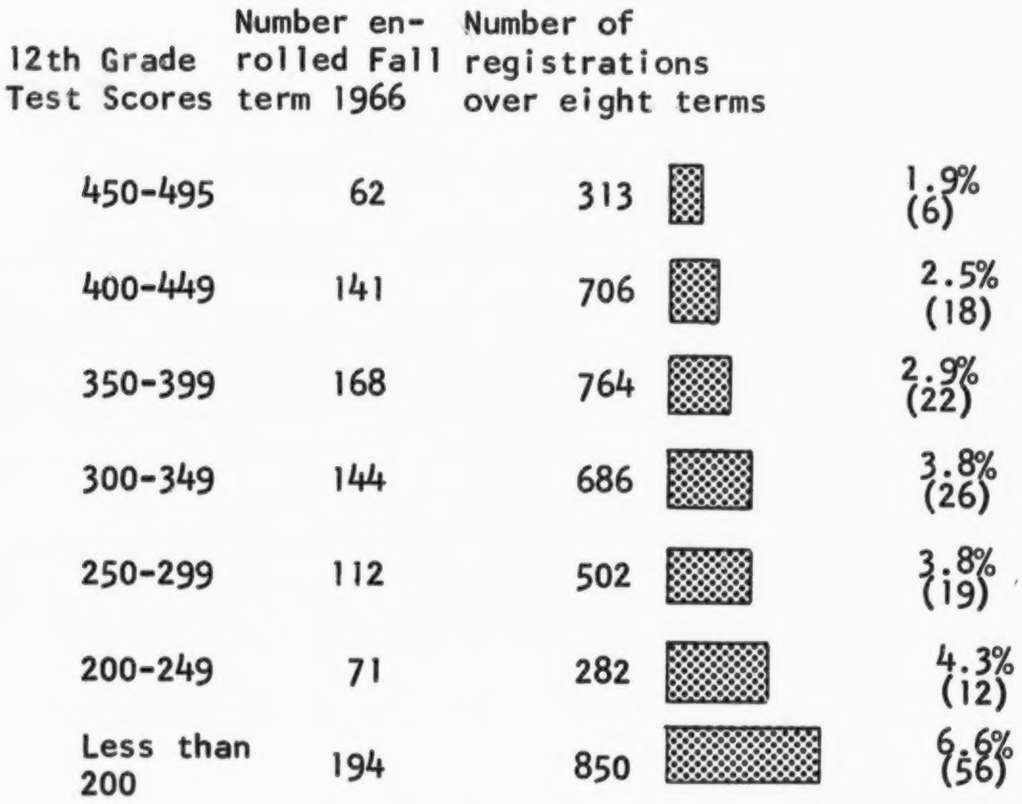
Twelfth grade test scores and suspensions.--In general, the data on suspensions suggest that the lower a student scored on the twelfth grade tests the more likely he was to be suspended from school.



12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	265	1362	2.6% (36)
400-449	268	1370	2.4% (33)
350-399	160	793	1.8% (14)
300-349	75	385	1.3% (5)
250-299	15	77	1.3% (1)
200-249	3	16	0% (0)
Less than 200	0	0	0% (0)

Figure 54. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 107.



12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	62	313	1.9% (6)
400-449	141	706	2.5% (18)
350-399	168	764	2.9% (22)
300-349	144	686	3.8% (26)
250-299	112	502	3.8% (19)
200-249	71	282	4.3% (12)
Less than 200	194	850	6.6% (56)

Figure 55. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 108.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	23	104	3.8% (4)
400-449	41	195	1.5% (3)
350-399	38	162	4.9% (8)
300-349	26	132	2.3% (3)
250-299	22	91	3.3% (3)
200-249	16	61	6.6% (4)
Less than 200	60	282	5.3% (15)

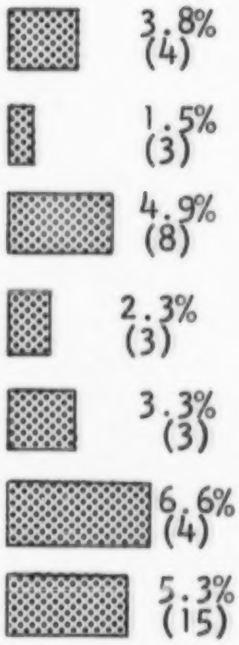


Figure 56. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 109.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
450-495	350	1779	2.6% (46)
400-449	450	2271	2.4% (54)
350-399	366	1719	2.6% (44)
300-349	245	1203	2.8% (34)
250-299	149	670	3.4% (23)
200-249	90	359	4.5% (16)
Less than 200	254	1132	6.3% (71)

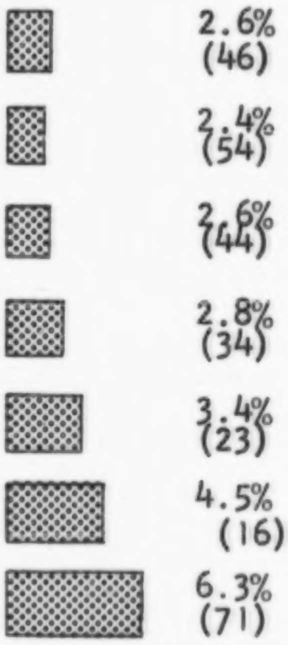


Figure 57. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 110.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
300-495	768	3910	▨ 2.3% (88)
Less than 300	18	93	▨ 1.1% (1)

Figure 58. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 107.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
300-495	515	2469	▨ 2.9% (72)
Less than 300	377	1634	▨ 5.3% (87)

Figure 59. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 108.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
300-495	128	593	▨ 3.0% (18)
Less than 300	98	434	▨ 5.1% (22)

Figure 60. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 109.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	
300-495	1411	6972	▨ 2.6% (178)
Less than 300	493	2161	▨ 5.1% (110)

Figure 61. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in withdrawals.

Source: Appendix Table 110.

For instance, Figure 65 shows that 2.2% of all the registrations by students who scored 400 or above on the tests resulted in suspensions from school, a lower suspension rate than the 3.5%, 3.9%, 5.7%, 8.1%, and 5.2% respectively that characterized the 350-399, 300-349, 250-299, 200-249, and below-200 test score categories.

Moreover, the data indicate that this basic pattern was characteristic of the public junior college group and, to a lesser extent, the transfers from other institutions. Thus, Figure 63 indicates that for the public junior college transfers the suspension rate increased in a consistent pattern from 2.9% for the 450-495 category to 8.5% for the 200-249 category, only to drop again to 5.5% for the surprising below 200-group, and Figure 64 suggests the same general pattern, with some exceptions, for the other transfers.

Only among the native students, indeed, was the suspension rate atypical, decreasing slightly--and erratically--between the 450-495 and 300-349 categories (Figure 62).

Furthermore, Figures 66-69 lend support to these impressions.

Twelfth grade test scores and attrition.--If the kind of ability-achievement measured by the twelfth grade tests is a critical factor in determining academic performance in the upper division, and the data on grade-point averages, probations, and suspensions suggest that it is possible, then the data should show that the lower test scorers were progressively eliminated from school.

To some extent the data do show this, for the transfer students at least, but very little--if at all--for the native students.

Thus, Table 11 shows that the native students admitted to the upper division in the fall term of 1966 had a mean twelfth grade test score of 419 and the survivors still enrolled in school in the seventh term, when students in a two-year program would normally graduate, had a mean score of 421--an increase of two points but hardly evidence of a mass elimination of the lower test scorers

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	Percent (number)
450-495	265	1362	2.0% (27)
400-449	268	1370	1.0% (13)
350-399	160	793	1.3% (10)
300-349	75	385	1.0% (4)
250-299	15	77	0% (0)
200-249	3	16	0% (0)
Less than 200	0	0	0% (0)

Figure 62. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 111.

12th Grade Test Scores	Number enrolled Fall term 1966	Number of registrations over eight terms	Percent (number)
450-495	62	313	2.9% (9)
400-449	141	706	4.2% (30)
350-399	168	764	5.2% (40)
300-349	144	686	5.5% (38)
250-299	112	502	6.4% (32)
200-249	71	282	8.5% (24)
Less than 200	194	850	5.5% (47)

Figure 63. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 112.

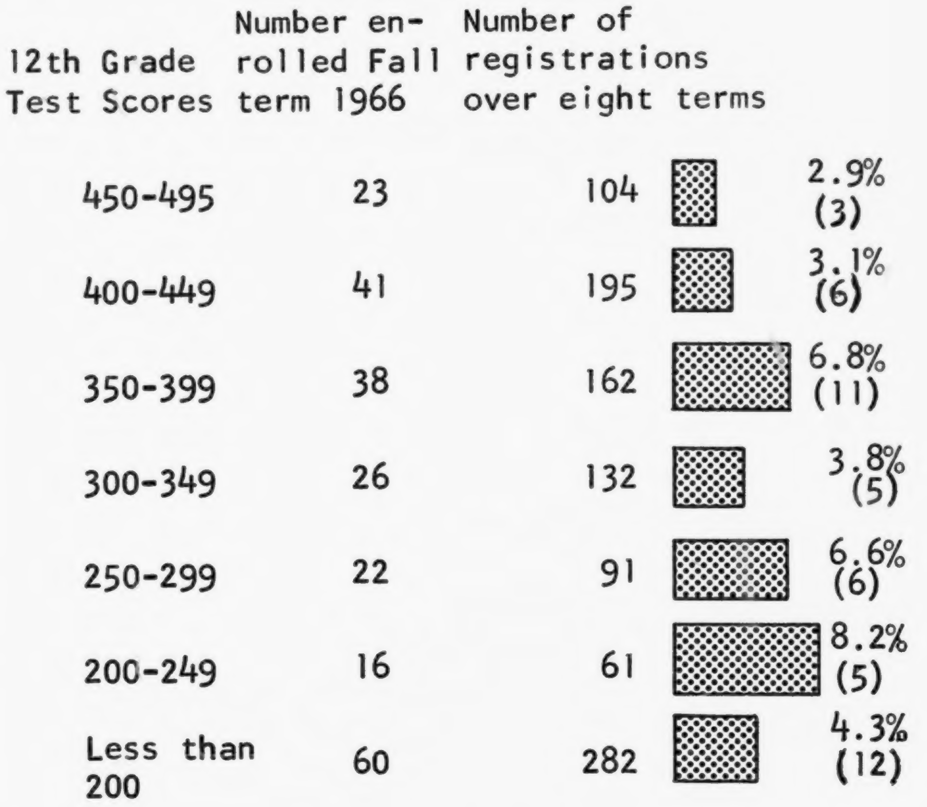


Figure 64. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 113.

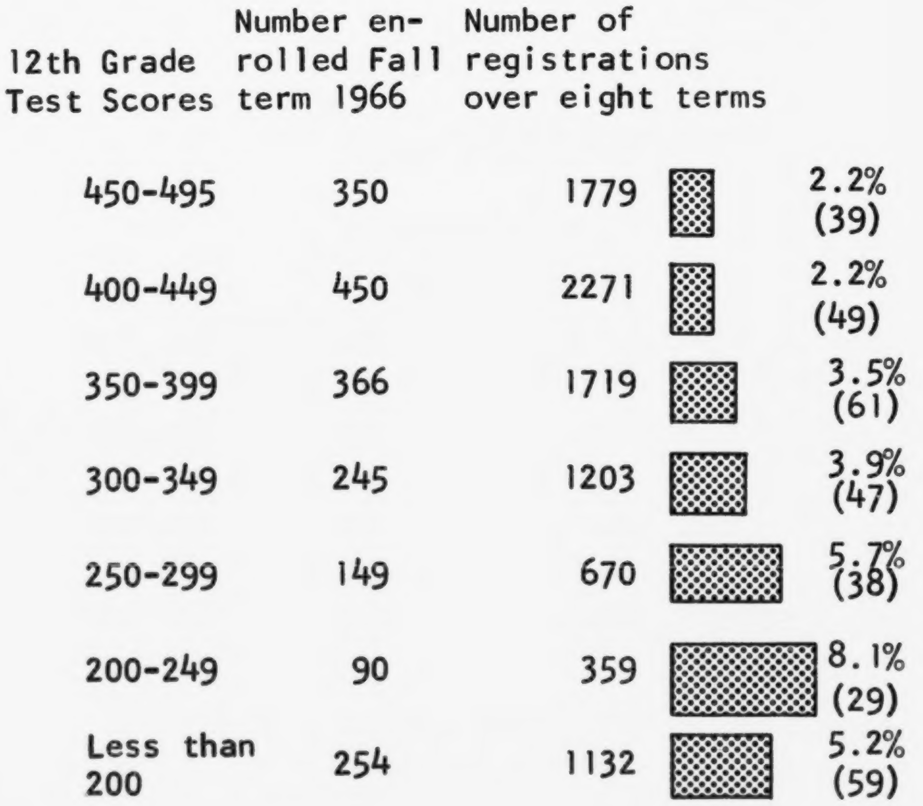


Figure 65. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 114.

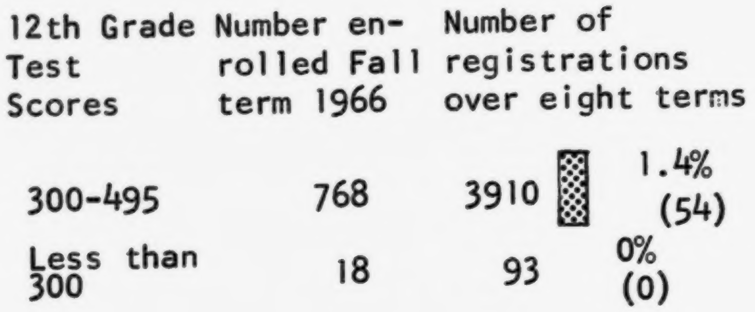


Figure 66. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 111.

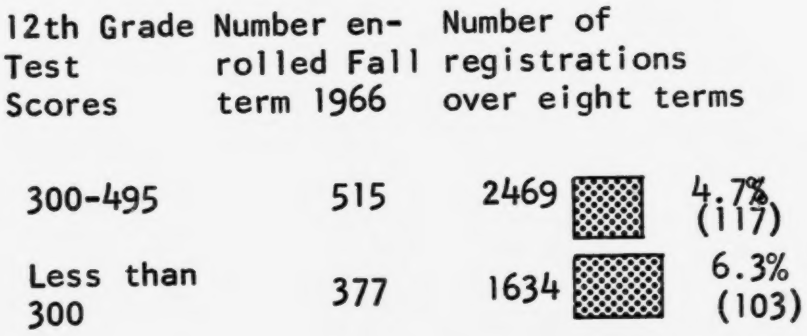


Figure 67. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 112.

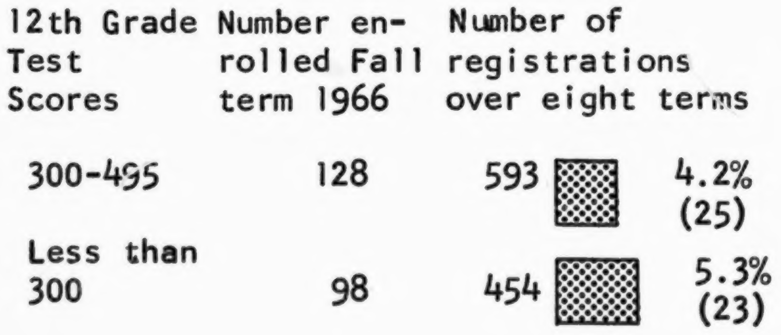


Figure 68. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 113.

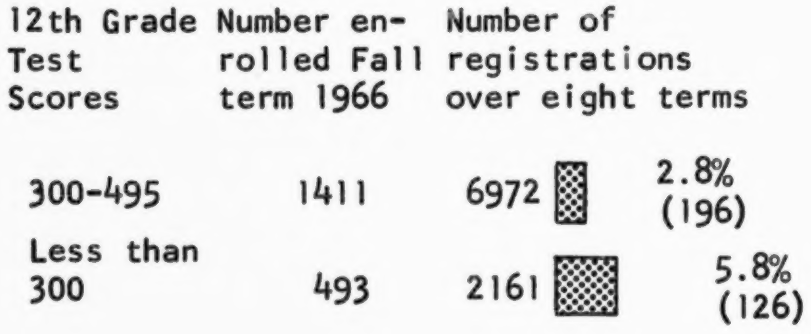


Figure 69. Proportions of registrations by ALL STUDENTS that resulted, when grouped by 12th Grade Test Scores, in suspensions.

Source: Appendix Table 114.

TABLE 11

MEAN PLACEMENT TEST SCORES OF NATIVE STUDENTS OVER EIGHT TERMS IN THE UPPER DIVISION AND OF NATIVE STUDENTS WHO HAD GRADUATED BY THE END OF THE SUMMER TERM OF 1968*

TERM IN THE UNIVERSITY	NUMBER REGISTERED	MEAN PLACEMENT TEST SCORES
Fall, 1966	805	419 (786)
Winter, 1967	766	419 (749)
Spring-A, 1967	349	419 (339)
Spring-Summer, 1967	135	421 (133)
Fall, 1967	701	419 (686)
Winter, 1968	637	421 (621)
Spring, 1968	570	421 (554)
Summer, 1968	135	417 (129)
Graduated by end of summer term of 1968		417 (494)

Source: Appendix Tables 53 and 118.

* The numbers in parentheses signify the students who had taken the placement tests and thus are the numbers used in computing the mean scores.

from school. Moreover, the native students who had graduated by the end of the summer term of 1968 had a mean test score of 417, two points less than that of the native group admitted to the upper division in the fall term of 1966. This suggests several possibilities--that native students who scored below the mean tended to move more rapidly towards graduation than those who scored above the mean, for instance, or that those who scored above the mean tended to enroll in three-year programs, to lag behind in two-year programs, or both. It does not suggest, however, that the lower test scorers were eliminated from school in disportionately large numbers.

For the transfer students, on the other hand, the data tell a different story.

Thus, Table 12 shows that the mean test score of the public junior college transfers rose 10 points, from 317 to 327, between the fall term of 1966 and the spring term of 1968, and that those who had graduated by the end of the summer term of 1968 had a mean test score of 338, 21 points higher than that of the group admitted to the upper division in the fall term of 1966.

In addition, Table 13 reveals an increase of seven points, from 314 to 321, for the other transfers in the period between the fall term of 1966 and the spring term of 1968, and those who had graduated by the end of the fall term of 1968 had a mean test score of 353, an increase of 39 points over the mean test score of those admitted to the upper division in the fall term of 1966.

Moreover, these patterns--the "native" pattern and the "transfer" pattern--are also apparent to some extent when the native students and the public junior college transfers are broken down by upper-division college of enrollment.

In no college of the upper division, in short, did the mean test score of the native students rise more than four points between the fall term of 1966 and the spring term of 1968, and usually they rose--if they rose at all--no more than a point or two (Appendix Tables 61-67).

TABLE 12

MEAN PLACEMENT TEST SCORES OF PUBLIC JUNIOR COLLEGE TRANSFERS OVER EIGHT TERMS IN THE UPPER DIVISION AND OF PUBLIC JUNIOR COLLEGE TRANSFERS WHO HAD GRADUATED BY THE END OF THE SUMMER TERM OF 1968*

TERM IN THE UNIVERSITY	NUMBER REGISTERED	MEAN PLACEMENT TEST SCORES
Fall, 1966	921	317 (892)
Winter, 1967	810	320 (788)
Spring-A, 1967	263	317 (257)
Spring-Summer, 1967	137	323 (130)
Fall, 1967	666	325 (647)
Winter, 1968	623	326 (606)
Spring, 1968	584	327 (565)
Summer, 1968	229	321 (218)
Graduated by end of summer term of 1968		338 (270)

Source: Appendix Tables 54 and 118.

* The numbers in parenthese signify the students who had taken the placement tests and thus are the numbers used in computing the mean scores.

TABLE 13

MEAN PLACEMENT TEST SCORES OF OTHER TRANSFERS OVER EIGHT TERMS IN THE UPPER DIVISION AND OF OTHER TRANSFERS WHO HAD GRADUATED BY THE END OF THE SUMMER TERM OF 1968*

TERM IN THE UNIVERSITY	NUMBER REGISTERED	MEAN PLACEMENT TEST SCORES**
Fall, 1966	273	314 (226)
Winter, 1967	236	313 (202)
Spring-A, 1967	87	309 (73)
Spring-Summer, 1967	44	304 (33)
Fall, 1967	194	314 (167)
Winter, 1968	170	316 (149)
Spring, 1968	153	321 (134)
Summer, 1968	48	297 (46)
Graduated by end of summer term of 1968		353 (60)

Source: Appendix Tables 55 and 118.

* This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

** The numbers in parentheses signify the students who had taken the placement tests and thus are the numbers used in computing the mean scores.

On the other hand, the mean test scores of the public junior college transfers usually--but not always--rose over the first six or seven terms of upper-division work, in one college, indeed, 18 points (Appendix Tables 68-75).

Finally, this pattern was apparent for the public junior college groups from some but not all of the individual public junior colleges (Appendix Tables 76-89).

Twelfth grade test scores and progress towards graduation.-- Only when the native students, public junior college transfers, and other transfers are grouped together is there any pattern consistent enough to suggest that twelfth grade test scores may be related to progress towards graduation.

Thus, Figure 73 shows that, in general, the higher a student scored on the twelfth grade tests the more likely he was to have graduated by the end of the summer term of 1968, and Figure 77--which organizes the same data in a different way--affirms this assessment.

On the other hand, Figure 70 indicates that native students who scored 200-399 on the tests were more likely than those who scored 400 or above to have graduated by the end of eight terms of upper-division work, and Figure 74 suggests the same thing.

Moreover, Figure 71 shows that public junior college transfers who scored 250-349 on the tests had a graduation rate roughly equivalent to that of students who scored 400-495, and that, with the exception of the erratic performance by students who scored 350-399, it is only among those who scored below 250 that any dropping off in the graduation rate is perceptible. According to the data presented in Figure 71, in other words, there is little apparent relationship between the twelfth grade test scores and graduation rates of public junior college transfers except in the lowest categories of test scorers, and even here, among those who scored below 250, about one in four had graduated by the end of the summer term of 1968, almost as good, proportionately, as the slightly

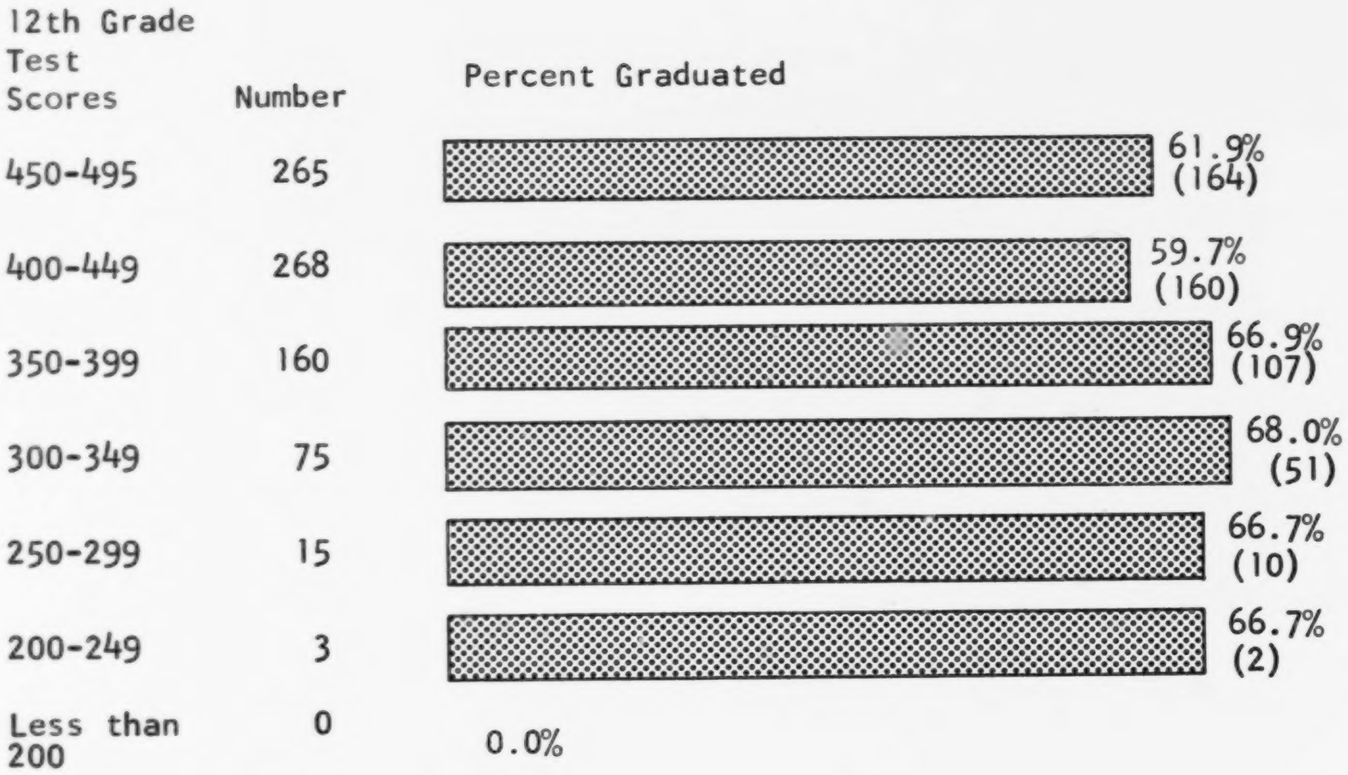


Figure 70. Proportions of NATIVE STUDENTS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 115.

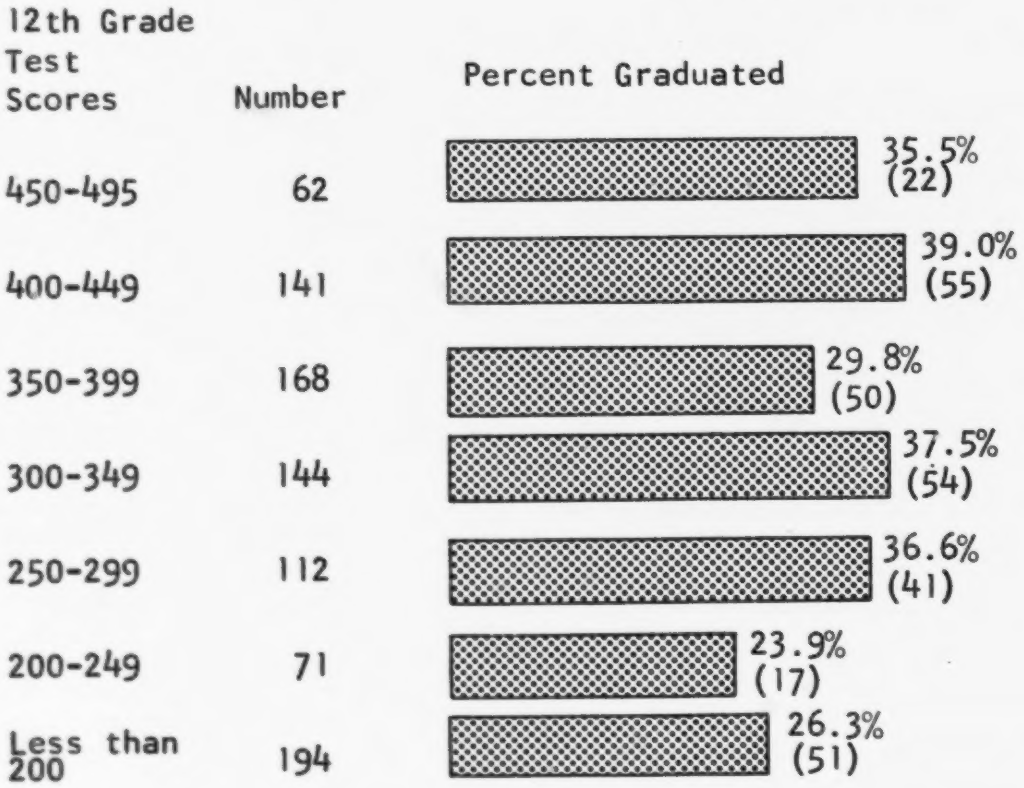


Figure 71. Proportions of PUBLIC JUNIOR COLLEGE TRANSFERS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 115.

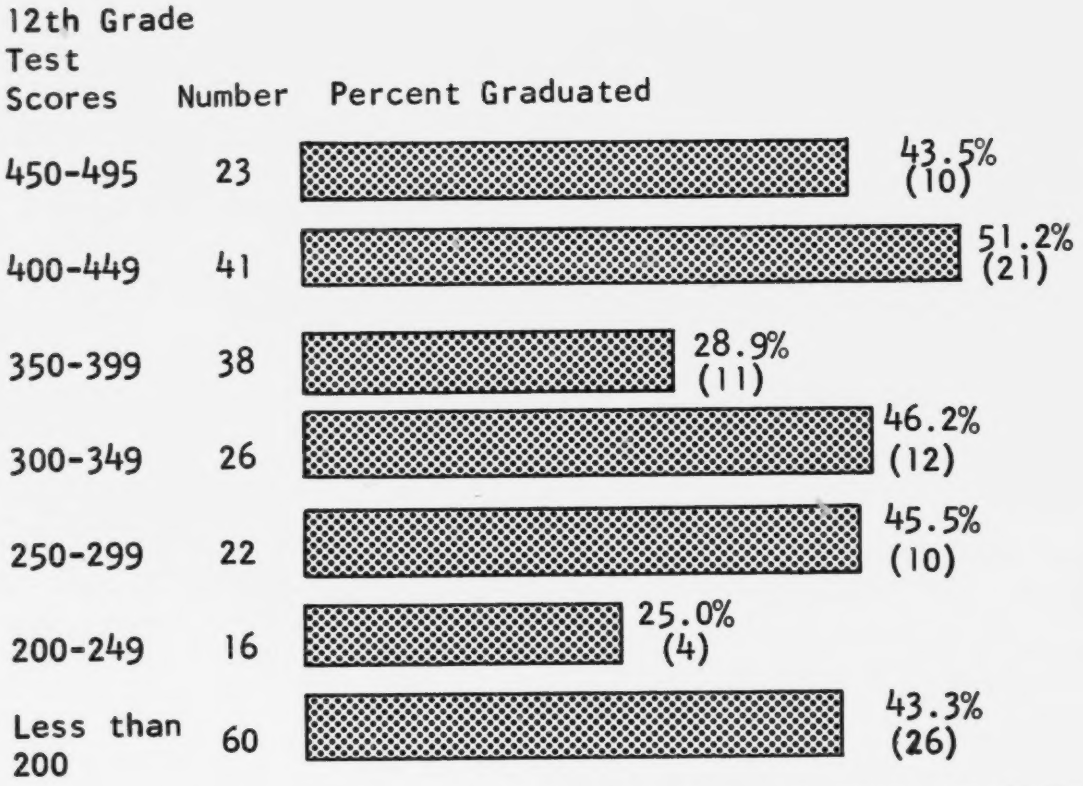


Figure 72. Proportions of OTHER TRANSFERS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 115.

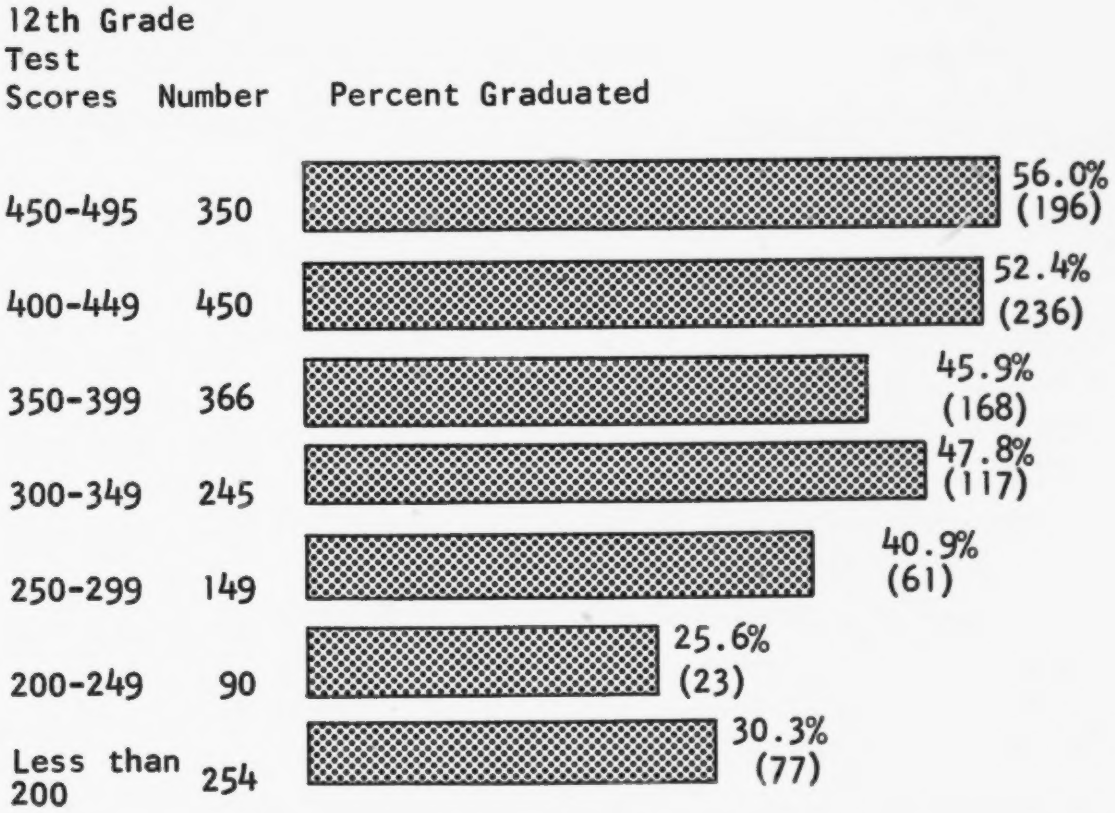


Figure 73. Proportions of ALL STUDENTS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 115.

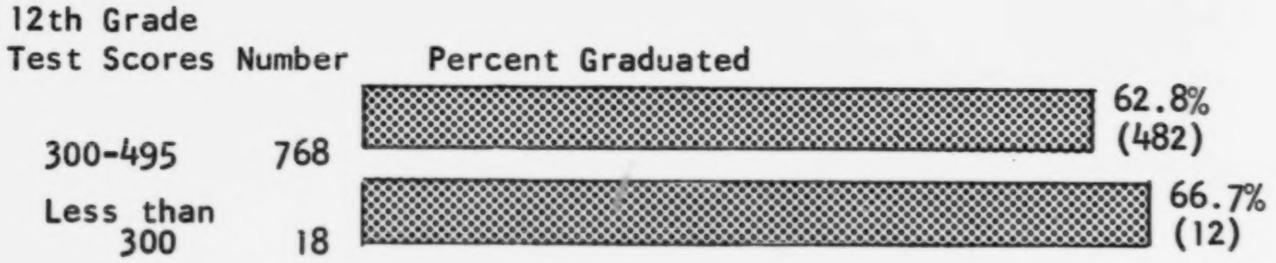


Figure 74. Proportions of NATIVE STUDENTS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 116.

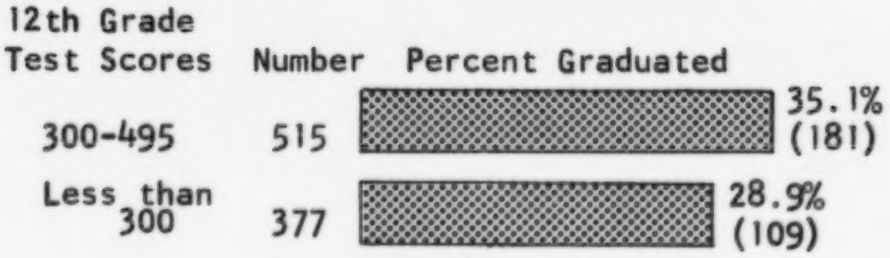


Figure 75. Proportions of PUBLIC JUNIOR COLLEGE TRANSFERS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 116.

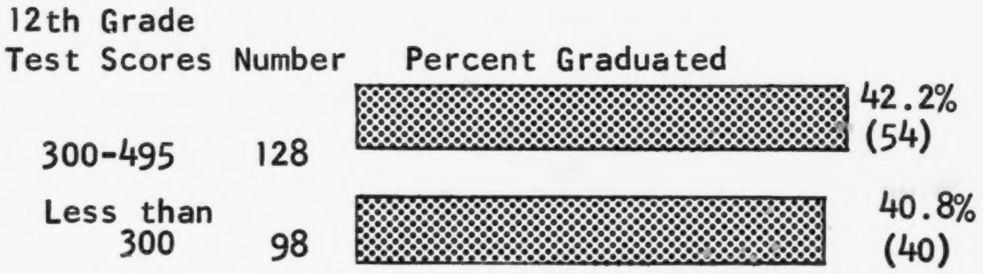


Figure 76. Proportions of OTHER TRANSFERS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 116.

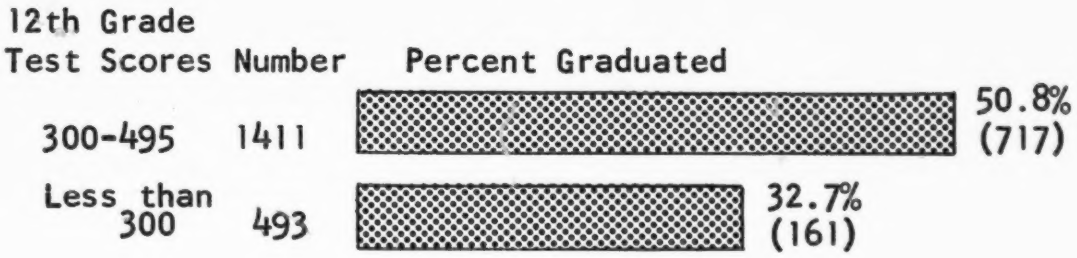


Figure 77. Proportions of ALL STUDENTS that graduated when grouped by 12th Grade Test Scores.

Source: Appendix Table 116.

more than one of three in the highest category who had graduated. Yet, the drop-off in the graduation rate is apparently sharp enough to suggest, as Figure 75 does, that public junior college transfers who scored 300 or above progressed more rapidly towards graduation than those who scored below 300.

Finally, Figure 72 suggests that there is little or no apparent relationship between the twelfth grade test scores and graduation rates of transfers from other institutions, and Figure 76 lends support to this impression.

Grades in the lower and upper divisions

An examination of the data on lower-division and upper-division grade-point averages shows that, while the native students had the lowest mean grade-point average in the lower division, they tended to make the best grades in the upper division.

In the lower division, in short, the native students had a mean grade-point average of 2.56, the public junior college transfers had a mean grade-point average of 2.61, and the transfers from other institutions had a mean grade-point average of 2.66 (Table 14). Moreover, this pattern tends to hold true when the native students and the public junior college transfers are broken down by upper-division college of enrollment and when the public junior college transfers are broken down by individual public junior colleges. Only in the College of Arts and Sciences, indeed, did the native students have a better lower-division grade-point average than their counterparts from the public junior colleges (Tables 15 and 16), and only a few of the public junior colleges gave lower grades than the University College (Tables 14 and 17).

In the first term of upper-division work, on the other hand, the native students had a mean grade-point average of 2.67, the public junior college transfers had a mean grade-point average of 2.17, and the other transfers had a mean grade-point average of 2.35 (Table 14), and this pattern holds true when the native students and public junior college transfers are broken down by upper-

TABLE 14

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERM OF 1966

			GRADE-POINT AVERAGES					
INSTITUTION(S) ADMITTED FROM	NUMBER ENROLLED FALL, 1966		LOWER DIVISION		FIRST TERM UPPER DIVISION		OVER 8TERMS IN UPPER DIVISION	
University College	805		2.56		2.67		2.80	
Public Junior Colleges of Florida	921		2.61		2.17		2.47	
Public Senior Institutions of Florida	31	273	2.63	2.66	2.61	2.35	2.87	2.61
Private Senior Institutions of Florida	36		2.59		2.34		2.48	
Out-of-State Senior Institutions	90		2.74		2.55		2.77	
Private Junior Colleges of Florida	68		2.58		2.12		2.44	
Out-of-State Junior Colleges	48		2.72		2.12		2.46	

Source: Appendix Tables 53-60.

TABLE 15

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF NATIVE STUDENTS ADMITTED TO VARIOUS UPPER-DIVISION COLLEGES IN THE FALL TERM OF 1966

	GRADE-POINT AVERAGES			
COLLEGE ADMITTED TO	NUMBER ENROLLED FALL, 1966	LOWER DIVISION	FIRST TERM UPPER DIVISION	OVER 8 TERMS IN UPPER DIVISION
Architecture and Fine Arts	36	2.33	2.75	2.66
Arts and Sciences	293	2.82	2.78	2.88
Business Administration	126	2.43	2.48	2.62
Education	108	2.43	2.80	3.00
Engineering	73	2.50	2.43	2.68
Journalism and Communications	75	2.32	2.55	2.67
Others*	94	2.41	2.73	2.82

* This category includes students admitted to the College of Agriculture, the School of Forestry, the College of Health Related Professions, the College of Nursing, the College of Pharmacy, and the College of Physical Education and Health.

Source: Appendix Tables 61-67.

TABLE 16

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF PUBLIC JUNIOR COLLEGE TRANSFERS ADMITTED TO VARIOUS UPPER-DIVISION COLLEGES IN THE FALL TERM OF 1966

COLLEGE ADMITTED TO	NUMBER ENROLLED FALL, 1966	GRADE-POINT AVERAGES		
		LOWER DIVISION	FIRST TERM UPPER DIVISION	OVER 8 TERMS IN UPPER DIVISION
Agriculture	50	2.50	2.10	2.44
Architecture and Fine Arts	63	2.45	2.32	2.50
Arts and Sciences	249	2.70	2.10	2.39
Business Administration	121	2.54	2.07	2.35
Education	181	2.59	2.32	2.61
Engineering	127	2.68	2.22	2.50
Journalism and Communications	45	2.51	2.12	2.36
Others*	85	2.57	2.06	2.52

* This category includes students admitted to the School of Forestry, the College of Health Related Professions, the College of Nursing, the College of Pharmacy, and the College of Physical Education and Health.

Source: Appendix Tables 68-75.

TABLE 17

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF TRANSFERS FROM THE INDIVIDUAL PUBLIC JUNIOR COLLEGES ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966

INSTITUTION ADMITTED FROM	GRADE-POINT AVERAGES			
	NUMBER ENROLLED FALL, 1966	LOWER DIVISION	FIRST TERM UPPER DIVISION	OVER 8 TERMS IN UPPER DIVISION
A	32	2.72	2.31	2.57
B	53	2.54	2.32	2.54
C	41	2.56	2.26	2.53
D	50	2.67	2.25	2.50
E	83	2.49	2.26	2.49
F	179	2.58	2.23	2.56
G	83	2.64	2.29	2.49
H	30	2.59	1.97	2.32
I	71	2.60	2.06	2.47
J	57	2.68	2.11	2.41
K	37	2.70	2.20	2.46
L	36	2.60	1.94	2.33
M	67	2.52	2.02	2.32
N-T	102	2.69	2.05	2.38

Source: Appendix Tables 76-89.

division college of enrollment and when the public junior college transfers are broken down by individual public junior college. In no college of the upper division, in short, did the public junior college transfers do as well as their University College counterparts (Tables 15 and 16), and the transfers from no individual public junior college did as well as the University College group (Tables 14 and 17).

Except for one small transfer group, moreover, the native students had the highest mean grade-point average for the whole eight-term period of upper-division work (Table 14).

These data suggest that, in comparision with the other institutions from which the University draws upper-division students, the University College tends to be more difficult, more stringent in its grading policies, or both.

In addition, they also indicate that "transfer shock" is a reality. In every transfer group under observation, the mean grade-point average for the first term of upper-division work was lower--usually much lower--than the lower-division grade-point average (Table 14). For instance, the mean grade-point average of public junior college transfers was 2.61 in the lower division and 2.17 in the first term of the upper division, and some of the other transfer groups--i.e., transfers from the private junior colleges of Florida and from out-of-state junior colleges--showed even more striking evidence of trauma. Only the native students did better in the first term of upper-division work than they had done in the lower division, although transfers from the public senior institutions of Florida dropped so little, from 2.63 to 2.61, that they might better be said to have suffered a mild surprise rather than a traumatic experience.

Moreover, the patterns exhibited by the native students and the public junior college transfers hold true, almost without exception, when the two groups are broken down into subgroups. Only in the College of Arts and Sciences and the College of Engineering did the native students make a lower grade-point average in the first term of upper-division work than they had made in the lower division (Table 15), and there were no exceptions for the public junior college transfers. Their mean grade-point average for the first term of upper-division work was lower in every upper-division college than it had been in the lower division (Table 16), and in no case did the transfers from an individual public junior college do better in the first term of upper-division work than they had done in the lower division (Table 17).

In tracing the patterns of grades in the upper division, moreover, the effects of transfer shock may by no means be confined to the first term. Starting with a lower grade-point average, transfer students tended to lag behind the native students throughout the period under consideration (Tables 18-20).[37]

Almost without exception, upper-division grade-point averages rose over the eight terms of upper-division work.

Starting in the fall term of 1966 with a 2.67 grade-point average, the average of the native students rose over the eight terms of upper-division work, reaching a peak of 2.89 in the winter and spring terms of 1968, when students in two-year programs would normally graduate (Table 18). It declined somewhat in the summer terms of 1967 and 1968, suggesting that the slower students found it necessary to go to summer school, but the general trend was upward. As a result, the group's grade-point average for the eight-term period was 2.80, much higher than its grade-point average in the lower division, and this pattern was generally true of native students in the various upper-division colleges (Appendix Tables 61-67). Only in the College of Architecture and Fine Arts, indeed, did the grades of native students decline over the eight-term period, and even here the grade-point average for the whole upper-division period was

---

37. As previously indicated, only one small group, the transfers from the public senior institutions of Florida, had a lower first-term and a higher overall grade-point average than the native students (Table 14), and this may have been an atypical performance (page 14, footnote 29).

TABLE 18

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF NATIVE STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY	NUMBER REGISTERED	GRADE-POINT AVERAGES LOWER DIVISION	 UPPER DIVISION
Fall, 1966	805	2.56	2.67
Winter, 1967	766	2.57	2.74
Spring-A, 1967	349	2.57	2.84
Spring-Summer, 1967	135	2.54	2.79
Fall, 1967	701	2.57	2.81
Winter, 1968	637	2.58	2.89
Spring, 1968	570	2.58	2.89
Summer, 1968	135	2.46	2.85
Grade-point average for the eight-term period			2.80

Source: Appendix Table 53.

higher than the group's grade-point average in the lower division (Appendix Table 61).

Although the public junior college transfers had a much lower grade-point average than the native students in the fall term of 1966, they also improved over the eight terms of upper-division work (Table 19). They made a 2.17 average in the first term, but with the early elimination of many of those with the lowest grades, the survivors recovered somewhat from the shock of transfer and made a 2.37 average in the second term. By the winter of 1968, their average was slightly higher than the lower-division average of the public junior college transfers admitted to the upper division in the fall term of 1966, and in the spring term of 1968 it reached a peak of 2.70, slightly better than the 2.66 the group had earned in the lower division. This, indeed, was a larger overall increase than that of the native students. However, their grade-point average for the whole eight-term period of upper-division work was considerably lower than that of the native students, and, at 2.47, less than the 2.61 of the public junior college transfers admitted to the upper division in the fall term of 1966. Unlike the native students, in short, they had a lower grade-point average in the upper division than in the lower division (Tables 18 and 19).

Moreover, this pattern was generally true of the public junior college transfers in the various upper-division colleges (Appendix Tables 68-75). There were, however, several variations. On the one hand, the public junior college transfers in the College of Architecture and Fine Arts and in the College of Education each had a higher grade-point average for the eight terms of upper-division work than the lower-division average it had had when admitted to the upper division in the fall term of 1966 (Appendix Tables 69 and 72). On the other hand, the public junior college group in the College of Arts and Sciences never did make as high an average, in any term of upper-division work, as the average it made in the lower division. In its peak term, the spring of 1968,

TABLE 19

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF PUBLIC JUNIOR COLLEGE TRANSFERS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY		GRADE-POINT AVERAGES	
	NUMBER REGISTERED	LOWER DIVISION	UPPER DIVISION
Fall, 1966	921	2.61	2.17
Winter, 1967	810	2.62	2.37
Spring-A, 1967	263	2.66	2.55
Spring-Summer, 1967	137	2.59	2.51
Fall, 1967	666	2.64	2.51
Winter, 1968	623	2.66	2.62
Spring, 1968	584	2.66	2.70
Summer, 1968	229	2.60	2.70
Grade-point average for the eight-term period			2.47

Source: Appendix Table 54.

it had an average of 2.61, lower than the 2.70 made by the public junior college transfers admitted to the College of Arts and Sciences in the fall of 1966 and lower than the 2.77 made in the lower division by the group of survivors still in school in the spring of 1968 (Appendix Table 70).

In addition, the grade-point averages of transfers from the individual public junior colleges increased over the eight-term period of upper-division work (Appendix Tables 76-89), but the transfers from only two of these colleges made as high a grade-point average for the eight-term period of upper-division work as they made in the lower division (Appendix Tables 77 and 80).

Finally, the grade-point average of the group of transfers from other institutions increased over the eight terms of upper-division work (Table 20). Its grade-point average rose from 2.35 in the first term to a peak of 2.82 in the spring of 1968, higher than the 2.66 lower-division average of the group admitted to the upper division in the fall of 1966 and the 2.71 lower-division average of the group of survivors still in school in the spring of 1968. However, its average for eight terms of upper-division work, 2.61, was lower than the lower-division average of 2.66 that the group had when it entered the University in the fall term of 1966. Like the public junior college group, in short, it had a lower average in the upper division than in the lower division (Tables 19 and 20).

In should be pointed out, however, that this was not true of all the smaller groups of transfers included in this group. The transfer groups from the public senior institutions of Florida and from out-of-state senior institutions each had a higher grade-point average in the upper division than it had in the lower division (Appendix Tables 56 and 58), but the reverse was true for the transfer groups from the private senior institutions of Florida, the private junior colleges of Florida, and out-of-state junior colleges (Appendix Tables 57, 59, and 60).

TABLE 20

MEAN LOWER-DIVISION AND UPPER-DIVISION GRADE-POINT AVERAGES OF OTHER TRANSFERS* ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY	NUMBER REGISTERED	GRADE-POINT AVERAGES LOWER DIVISION	 UPPER DIVISION
Fall, 1966	273	2.66	2.35
Winter, 1967	236	2.69	2.49
Spring-A, 1967	87	2.68	2.73
Spring-Summer, 1967	44	2.68	2.79
Fall, 1967	194	2.71	2.67
Winter, 1968	170	2.73	2.73
Spring, 1968	153	2.71	2.82
Summer, 1968	48	2.60	2.67
Grade-point average for the eight-term period			2.61

* This group includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

Source: Appendix Table 55.

In general, therefore, the groups under observation improved, in terms of grade-point averages, over the eight terms of upper-division work. On the one hand, however, the native students, starting in the first term with a higher average, made higher grades in the upper division than they made in the lower division. On the other hand, the transfer groups--including the large public junior college group--started in the first term with lower grade-point averages and generally made lower grades in the upper division than they made in the lower division.

Transfer shock may well have been a factor in the relatively poor showing of the transfer groups.

Lower-division grades and academic performance

The data in hand strongly suggest that lower-division grades are related to academic performance in the upper division.

Lower-division grade-point averages and upper-division grade-point averages.--Whether native or transfer, a student who made a lower-division grade-point average of 3.0 or better was more likely than one who made below 3.0 to make acceptable grades in the upper division.

Thus, Figure 78 shows that native students who had a 3.0+ average in the lower division registered 791 times over the eight-term period under consideration and 94.4% of these registerations resulted in grade-point averages of 2.0+, a higher percentage than the 87.9% that resulted from registrations by natives who had an average of less than 3.0 in the lower division.

Moreover, the same pattern is apparent for transfer students. For instance, Figure 79 shows that public junior college transfers who had lower-division averages of 3.0+ registered 869 times over the period under study and 88.6% of these registrations resulted in upper-division grade-point averages of 2.0 or better, a higher percentage than the 73.1% that resulted from registrations by public junior college transfers who had grade-point averages of less than 3.0

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	154	791
Less than 3.0	651	3307

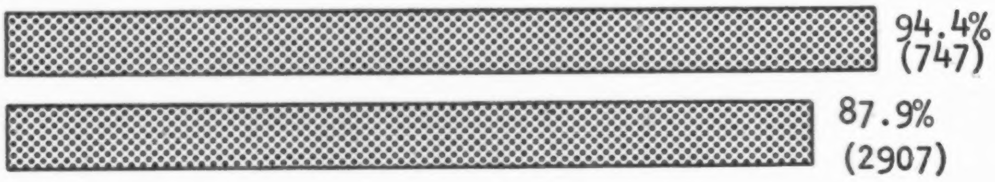


Figure 78. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 90.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	178	869
Less than 3.0	743	3364

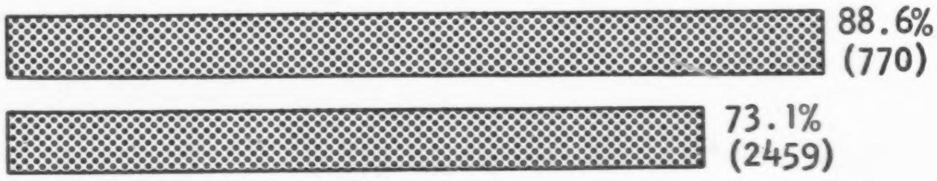


Figure 79. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 91.

in the lower division, and Figure 80 shows much the same thing for transfers from other institutions: 90.8% for those with a 3.0+ average in the lower division and 75.7% for those who made less than 3.0 in the lower division.

Naturally, too, in light of these figures, the same pattern is true of the total group of students admitted to the upper division in the fall term of 1966. As Figure 81 shows, 91.3% of the registrations by students with 3.0+ lower-division averages and only 79.9% of the registrations by students with below-3.0 lower-division averages resulted in upper-division averages of 2.0+.

In addition, students who made averages of 3.0+ in the lower division tended to make more "A"s and "B"s and fewer "D"s and "E"s in the upper division than those who had a lower-division average of less than 3.0.

Thus, Figure 82 shows that 70.2% of the registrations by native students with 3.0+ averages in the lower division resulted in upper-division averages of 3.0+, compared to 36.6% of the registrations by native students with below-3.0 averages in the lower division; Figure 83 shows that, of the registrations by the public junior college transfers, 48.4% resulted in upper-division averages of 3.0+ for those who made 3.0+ in the lower division and only 20.7% resulted in 3.0+ upper-division averages for those who made below 3.0 in the lower division; Figure 84 shows results of 58.3% and 26.2% respectively for other transfers with 3.0+ and below-3.0 lower-division averages; and Figure 85 shows the following for the total group admitted to the upper division in the fall term of 1966: 58.7% for those who made 3.0+ in the lower division and 28.3% for those who made below 3.0.

On the other hand, Figure 86 shows that only 3.0% of the registrations by the native students who made 3.0+ in the lower division resulted in upper-division averages of less that 2.0, while 9.6% of the registrations by those who made below 3.0 in the lower division resulted in averages of below-2.0 in the upper division, and Figures 87-89 reveal a similar pattern for the other major

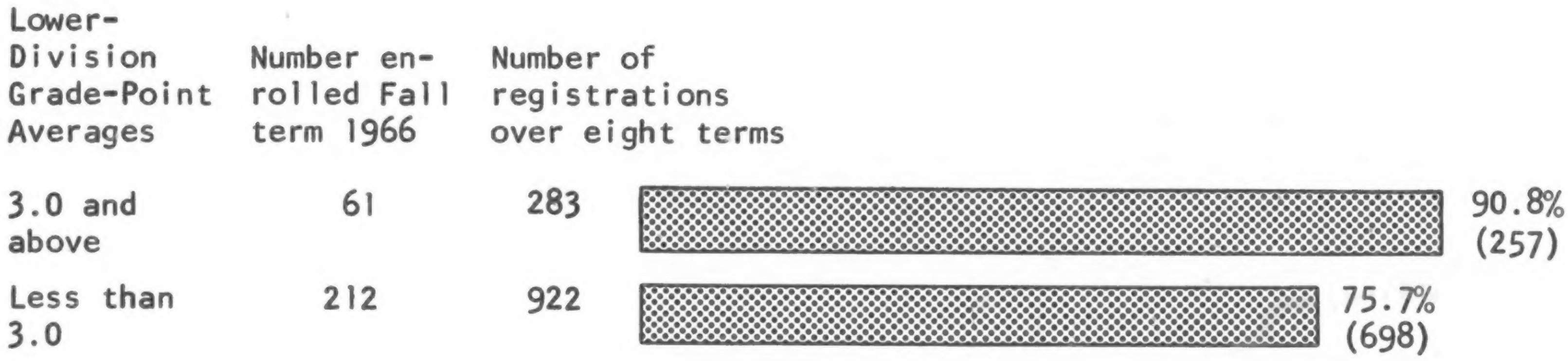


Figure 80. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 92.

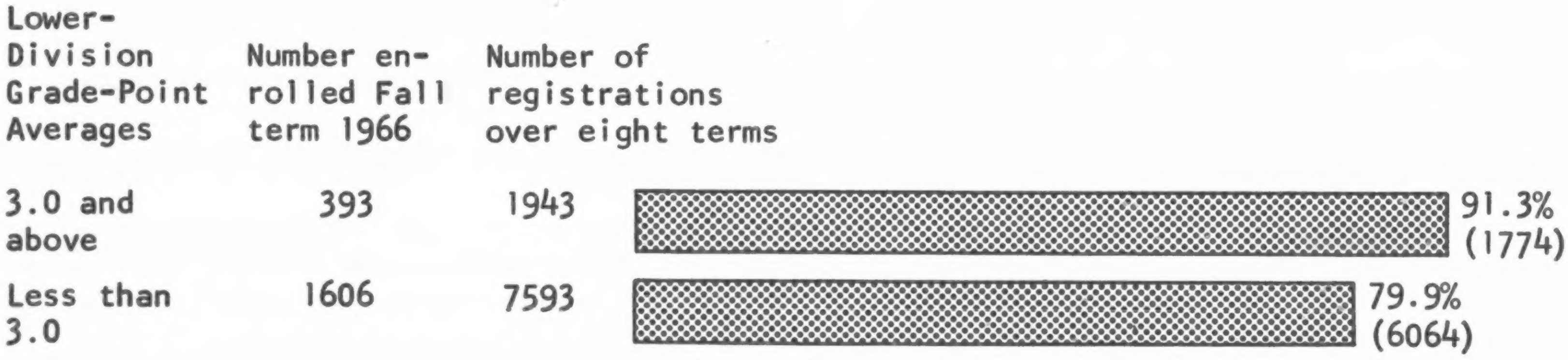


Figure 81. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 2.0 and above over eight terms in Upper Division.

Source: Appendix Table 93.

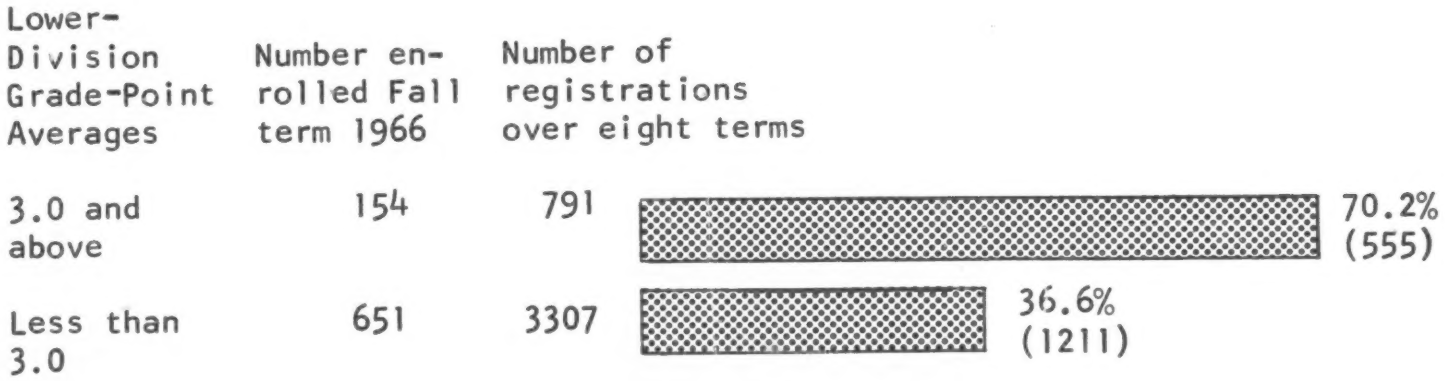


Figure 82. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 90.

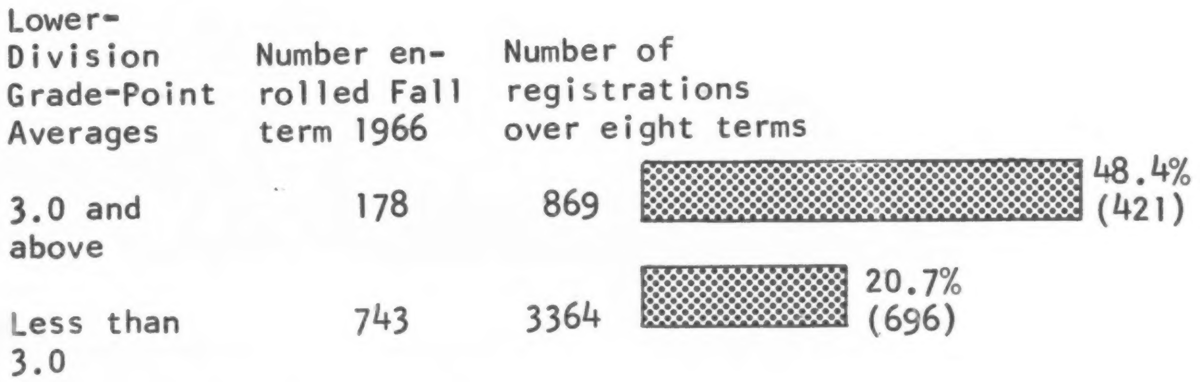


Figure 83. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in Grade Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 91.

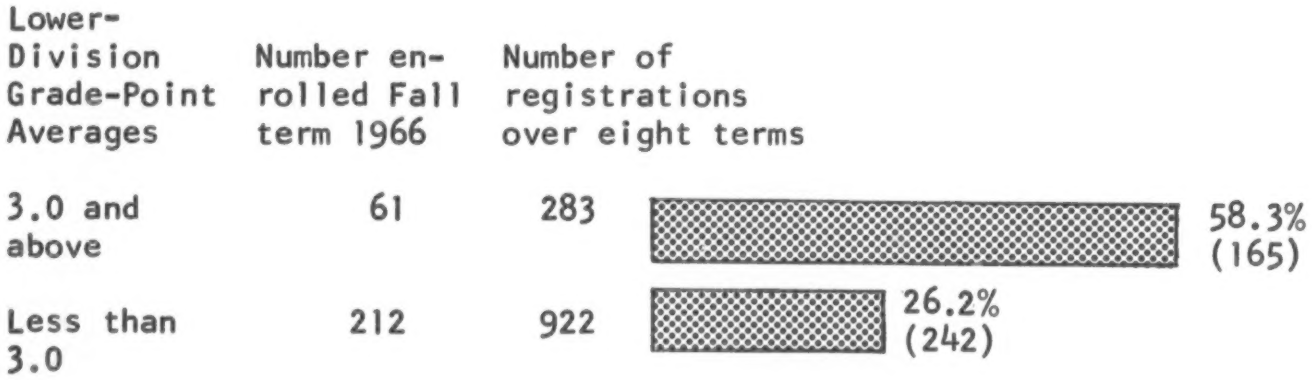


Figure 84. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 92.

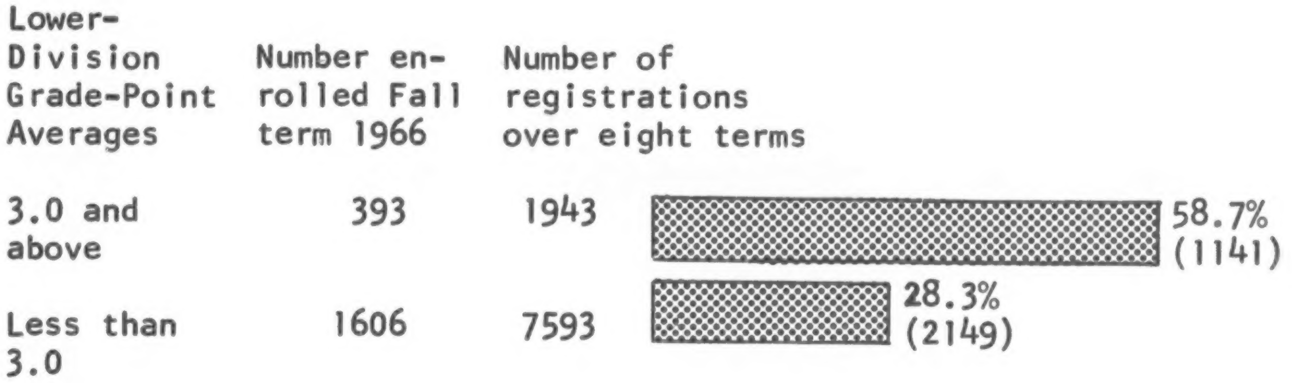


Figure 85. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of 3.0 and above over eight terms in Upper Division.

Source: Appendix Table 93.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	154	791
Less than 3.0	651	3307

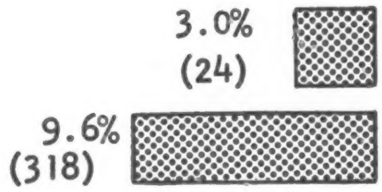


Figure 86. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 90.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	178	869
Less than 3.0	743	3364

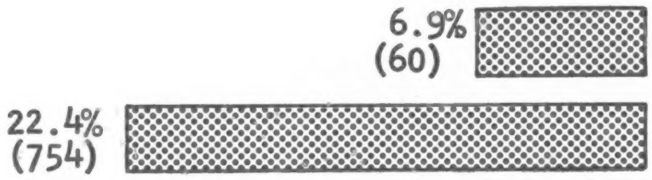


Figure 87. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 91.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	61	283
Less than 3.0	212	922

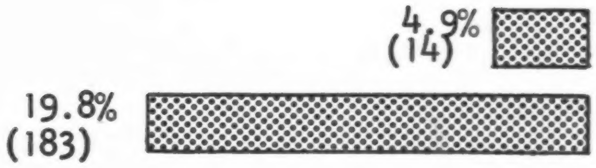


Figure 88. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 92.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	393	1943
Less than 3.0	1606	7593

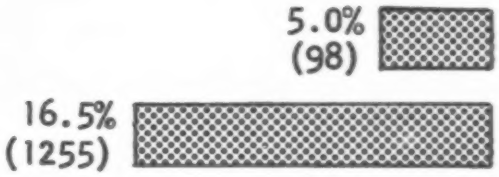


Figure 89. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in Grade-Point Averages of less than 2.0 over eight terms in Upper Division.

Source: Appendix Table 93.

groups under observation: for the public junior college transfers, 6.9% for those who made 3.0+ in the lower division and 22.4% for those who made below 3.0 in the lower division; for the transfers from other institutions, 4.9% for those who made 3.0+ and 19.8% for those who made below 3.0; and for the total group, 5.0% for those who made 3.0+ and 16.5% for those who made below 3.0.

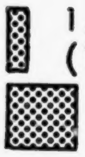
In other words, lower-division grade-point averages and upper-division grade-point averages appear to be related.

Lower-division grade-point averages and academic probations.--The data also indicate that students who made grade-point averages of 3.0+ in the lower division were less likely than those who made less than 3.0 to be placed on academic probation during the eight-term period under consideration, and this was true whether the student was a native or a transfer.

Thus, Figure 90 shows that only 1.9% of the registrations by native students with lower-division averages of 3.0+ resulted during this period in academic probations, less than the 6.3% that resulted from registrations by native students with lower-division grade-point averages of less than 3.0.

Moreover, Figures 91-93 show the following percentages: for the public junior college transfers, 4.8% for those who had a lower-division average of 3.0+ and 14.7% for those who had a lower-division average of below 3.0; for the other transfers, 4.2% for those with a lower-division average of 3.0+ and 12.3% for those with a lower-division average of less than 3.0; and for the total group, 3.6% for those with a lower-division average of 3.0+ and 10.7% for those with a lower-division average of less than 3.0.

Lower-division grade-point averages and withdrawals.--The data on withdrawals reveal that students with lower-division averages of 3.0+ were slightly more likely to withdraw from school than those with lower-division averages of less than 3.0, and this was true of natives and transfers alike.



Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	154	791	1.9% (15)
Less than 3.0	651	3307	6.3% (208)

Figure 90. Proportions of registrations by **NATIVE STUDENTS** that resulted, when grouped by lower-division Grade-Point Averages, in academic probations.

Source: Appendix Table 94.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	178	869	4.8% (42)
Less than 3.0	743	3364	14.7% (495)

Figure 91. Proportions of registrations by **PUBLIC JUNIOR COLLEGE TRANSFERS** that resulted, when grouped by lower-division Grade-Point Averages, in academic probations.

Source: Appendix Table 94.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	61	283
Less than 3.0	212	922

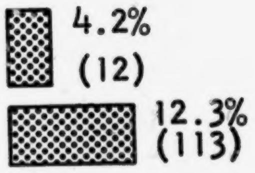


Figure 92. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in academic probations.

Source: Appendix Table 94.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms
3.0 and above	393	1943
Less than 3.0	1606	7593

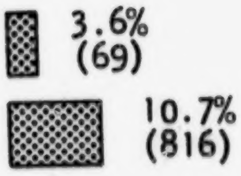


Figure 93. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in academic probations.

Source: Appendix Table 94.

Thus, Figure 94 indicates that 2.4% of the registrations by native students with lower-division averages of 3.0+ resulted in withdrawals, slightly higher than the 2.3% withdrawal rate of native students who made less than 3.0 in the lower division; Figure 95 reveals a 4.0% withdrawal rate for public junior college transfers with a lower-division average of 3.0+ and a 3.9% withdrawal rate for those with a lower-division average of less than 3.0; Figure 96 reveals a 4.2% withdrawal rate for other transfers with a lower-division average of 3.0+ and a 3.9% withdrawal rate for those with a lower-division average of below 3.0; and Figure 97 indicates that, in the total group, students with a lower-division average of 3.0+ had a withdrawal rate of 3.4%, higher than the 3.2% withdrawal rate of those who made less than 3.0 in the lower division.

These differences were so small, however, that it seems unlikely that they are significant.

Lower-division grade-point averages and suspensions.--The data on suspensions show that students with a 3.0+ lower-division average were less likely to be suspended from school during the eight terms of upper-division work than those with a lower-division average of less than 3.0, and this was true of both native students and transfers.

Thus, Figures 98-101 show the following suspension rates for the major groups under observation: for the native students, .6% for those who had a lower-division average of 3.0+ and 1.6% for those who had a lower-division average of less than 3.0; for the public junior college transfers, 1.5% for those with an average of 3.0+ in the lower division and 6.4% for those with a lower-division average of less than 3.0; for the transfers from other institutions, 0.0% for those who had a lower-division average of 3.0+ and 5.6% for those who had a lower-division average of less than 3.0; and for the total group, .9% for those with a lower-division average of 3.0+ and 4.2% for those with a lower-division average of below 3.0.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	154	791	▨ 2.4% (19)
Less than 3.0	651	3307	▨ 2.3% (77)

Figure 94. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in withdrawals.

Source: Appendix Table 95.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	178	869	▨ 4.0% (36)
Less than 3.0	743	3364	▨ 3.9% (131)

Figure 95. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in withdrawals.

Source: Appendix Table 95.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	61	283	▨ 4.2% (12)
Less than 3.0	212	922	▨ 3.9% (36)

Figure 96. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in withdrawals.

Source: Appendix Table 95.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	393	1943	▨ 3.4% (67)
Less than 3.0	1606	7593	▨ 3.2% (244)

Figure 97. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in withdrawals.

Source: Appendix Table 95.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	154	791	▨ .6% (5)
Less than 3.0	651	3307	▨ 1.6% (52)

Figure 98. Proportions of registrations by NATIVE STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in suspensions.

Source: Appendix Table 96.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	178	869	▨ 1.5% (13)
Less than 3.0	743	3364	▨ 6.4% (216)

Figure 99. Proportions of registrations by PUBLIC JUNIOR COLLEGE TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in suspensions.

Source: Appendix Table 96.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	61	283	0
Less than 3.0	212	922	▨ 5.6% (52)

Figure 100. Proportions of registrations by OTHER TRANSFERS that resulted, when grouped by lower-division Grade-Point Averages, in suspensions.

Source: Appendix Table 96.

Lower-Division Grade-Point Averages	Number enrolled Fall term 1966	Number of registrations over eight terms	
3.0 and above	393	1943	▨ .9% (18)
Less than 3.0	1606	7593	▨ 4.2% (320)

Figure 101. Proportions of registrations by ALL STUDENTS that resulted, when grouped by lower-division Grade-Point Averages, in suspensions.

Source: Appendix Table 96.

Lower-division grade-point averages and attrition.--If lower-division grade-point averages and upper-division academic performance are related, and the data on upper-division grade-point averages, probations, and suspensions suggest that they are, then the data should show that the students with the lower lower-division grades tended to drop out of school over the eight-term period from the beginning of the fall term of 1966 through the end of the summer term of 1968.

To some extent, this did occur in some groups.

Thus, the group of native students admitted to the upper division in the fall term of 1966 had a lower-division grade-point average of 2.56, those who still survived in the spring term of 1968, when students enrolled in two-year programs would normally graduate, had a lower-division average of 2.58, and those who had graduated by the end of the summer term of 1968 had a lower-division average of 2.58 (Table 21)--in other words, some indication that those with the lower lower-division grades were eliminated from school but hardly evidence of a tendency towards the wholesale elimination of such students.

Moreover, no such tendency is apparent when the native students are broken down by upper-division colleges of enrollment (Appendix Tables 61-67). Only in the College of Journalism and Communications, indeed, where the mean lower-division average rose from 2.32 for students admitted in the fall of 1966 to 2.38 for those who survived in the spring of 1968, is there anything more than a barely discernible indication that those who had the lower grades in the lower division were the most likely candidates for elimination from school (Appendix Table 66).

Among transfer students, on the other hand, the tendency was somewhat more pronounced. Thus, the public junior college transfers admitted to the upper division in the fall term of 1966 had a lower-division average of 2.61, those who survived in the spring of 1968 had a lower-division average of 2.66,

TABLE 21

MEAN LOWER-DIVISION GRADE-POINT AVERAGES OF NATIVE STUDENTS ADMITTED TO THE UPPER-DIVISION IN THE FALL TERM OF 1966 OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY	NUMBER REGISTERED	LOWER-DIVISION GRADE-POINT AVERAGE
Fall, 1966	805	2.56
Winter, 1967	766	2.57
Spring-A, 1967	349	2.57
Spring-Summer, 1967	135	2.54
Fall, 1967	701	2.57
Winter, 1968	637	2.58
Spring, 1968	570	2.58
Summer, 1968	135	2.46
Graduated by end of summer term of 1968		2.58

Source: Appendix Tables 53 and 118.

and those who had graduated by the end of the summer term of 1968 had a lower-division average of 2.71 (Table 22), while the transfers admitted to the upper division in the fall term of 1966 from other institutions had a lower-division average of 2.66, those who survived in the winter term of 1968 had a lower-division average of 2.73, and those who had graduated by the end of the summer term of 1968 had a lower-division average of 2.68 (Table 23).

Moreover, this pattern tends to hold true when public junior college transfers are broken down by upper-division college of enrollment (Appendix Tables 68-75). Only in the College of Architecture and Fine Arts is there no clearly discernible evidence, however small, that students with the lower lower-division grades were the likliest candidates for elimination from school (Appendix Table 69).

In addition, the pattern also tends to hold true when public junior college transfers are broken down by individual public junior college. Transfer groups from several of these colleges, in short, showed at least some slight tendency for students with the lower lower-division averages to drop out of school (Appendix Tables 78, 79, 81, 82, 84, 85, 88, and 89), but others did not (Appendix Tables 77, and 80).[38]

Thus, on the basis of data so far presented, there seems to have been some tendency, however small, for students with the lower lower-division grades to drop out of school, especially in the transfer groups.

Lower-division grade-point averages and progress towards graduation.--The data show that students who made grade-point averages of 3.0+ in the lower division progressed more rapidly towards graduation than those who had below-3.0 averages.[39]

---

38. Still other groups from the individual public junior colleges were too small, and the data therefore insufficient, to make an assessment (Appendix Tables 76, 83, 86, and 87.

39. All the percentages related to graduation may to some extent reflect the

TABLE 22

MEAN LOWER-DIVISION GRADE-POINT AVERAGES OF
PUBLIC JUNIOR COLLEGE TRANSFERS
ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966
OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY	NUMBER REGISTERED	LOWER-DIVISION GRADE-POINT AVERAGE
Fall, 1966	921	2.61
Winter, 1967	810	2.62
Spring-A, 1967	263	2.66
Spring-Summer, 1967	137	2.59
Fall, 1967	666	2.64
Winter, 1968	623	2.66
Spring, 1968	584	2.66
Summer, 1968	229	2.60
Graduated by end of summer term of 1968		2.71

Source: Appendix Tables 54 and 118.

TABLE 23

MEAN LOWER-DIVISION GRADE-POINT AVERAGES OF OTHER TRANSFERS* ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 OVER EIGHT TERMS IN THE UPPER DIVISION

TERM IN THE UNIVERSITY	NUMBER REGISTERED	LOWER-DIVISION GRADE-POINT AVERAGE
Fall, 1966	273	2.66
Winter, 1967	236	2.69
Spring-A, 1967	87	2.68
Spring-Summer, 1967	44	2.68
Fall, 1967	194	2.71
Winter, 1968	170	2.73
Spring, 1968	153	2.71
Summer, 1968	48	2.60
Graduated by end of summer term of 1968		2.68

Source: Appendix Tables 55 and 118.

* This group includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

Thus, Figure 102 shows that 70.8% of the native students with lower-division averages of 3.0+ and 60.5% of the natives with lower-division averages of less than 3.0 had graduated by the end of the summer term of 1968; Figure 103 shows that 43.8% of the public junior college transfers who had averages of 3.0+ in the lower division and 29.5% of those who had below-3.0 lower-division averages had graduated by the end of eight terms in the upper division; Figure 104 shows that 52.5% of the transfers from other institutions with lower-division averages of 3.0+ and 40.1% of those with lower-division averages below 3.0 had graduated by the end of the period under consideration; and Figure 105 shows that, when all the students are considered, 55.7% of those with lower-division averages of 3.0+ and 43.5% of those with lower-division averages of less than 3.0 had graduated by the end of eight terms.

Moreover, these data suggest that native students with a lower-division average below 3.0 were liklier candidates for graduation than transfer student with a lower-division average of 3.0+, for 60.5% of the natives with lower-division averages of less than 3.0, 43.8% of the public junior college transfers with lower-division averages of 3.0+, and 52.5% of the other transfers with lower-division averages of 3.0+ had graduated by the end of the summer term of 1968.

Summary of Findings and Some Unanswered Questions

Several things seem clear from this descriptive examination of the data.

---

distribution of native and transfer groups in two-year and three-year upper-division programs as well as progress towards graduation. They are, therefore, subject to change when all the students admitted to the upper division in the fall term of 1966 have either graduated or dropped out of school. In the present stage of this study, in other words, it is possible that certain groups (e.g., native students with a lower-division average of 3.0+) had a relatively high graduation rate because a relatively large proportion of the group was enrolled in two-year programs, while other groups (e.g., public junior college transfers with a lower-divison average of less than 3.0) had a relatively low graduation rate because a relatively large proportion of the group was enrolled in three-year programs. It is impossible to be certain, in short, until students enrolled in three-year programs have had a chance to graduate.

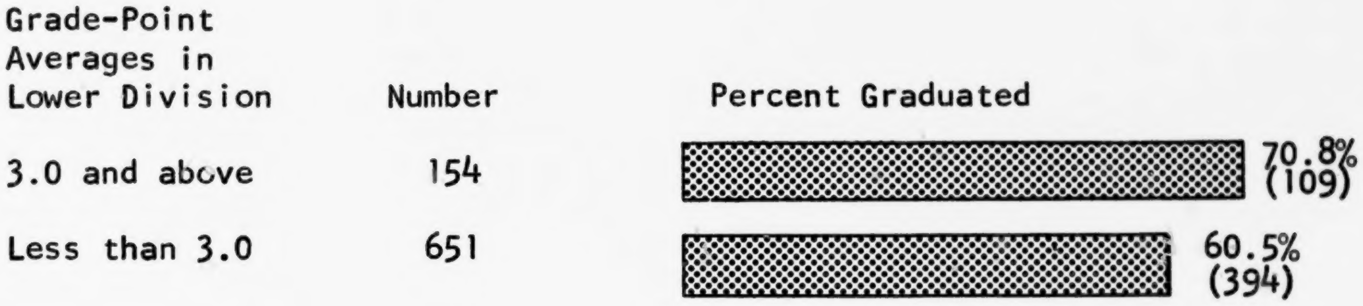


Figure 102. Proportions of NATIVE STUDENTS that graduated when grouped by lower-division Grade-Point Averages.

Source: Appendix Table 97.

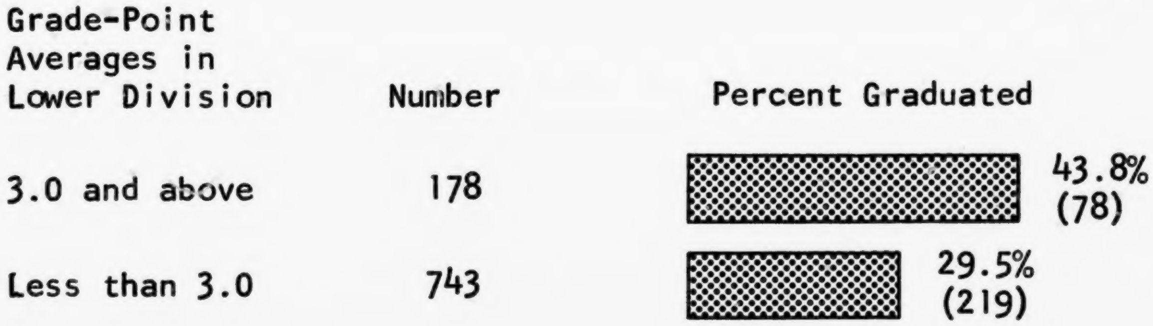


Figure 103. Proportions of PUBLIC JUNIOR COLLEGE TRANSFERS that graduated when grouped by lower-division Grade-Point Averages.

Source: Appendix Table 97.

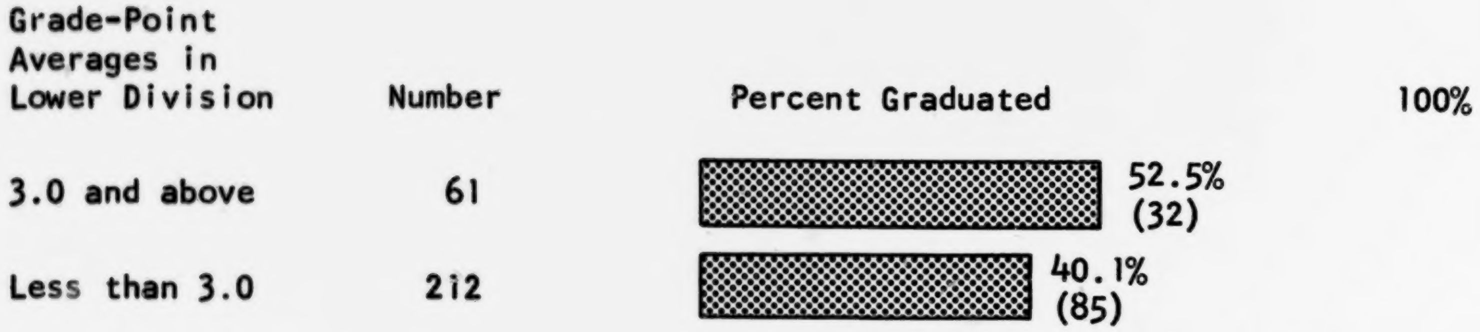


Figure 104. Proportions of OTHER TRANSFERS that graduated when grouped by lower-division Grade-Point Averages.

Source: Appendix Table 97.

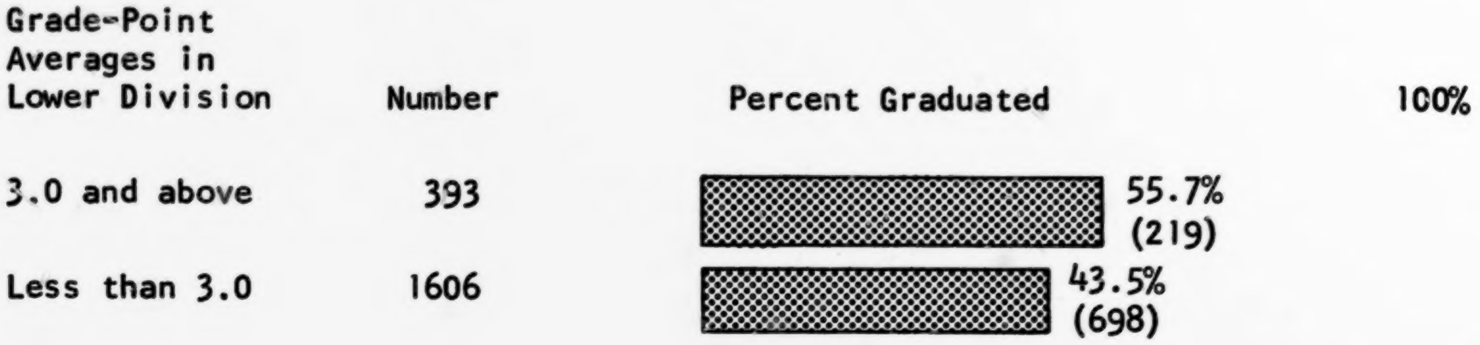


Figure 105. Proportions of ALL STUDENTS that graduated when grouped by lower-division Grade-Point Averages.

Source: Appendix Table 97.

First, native students had a higher mean twelfth grade test score than transfer students (Table 10).

Second, native students had a lower grade-point average in the lower division than transfer students (Table 14-16).

Third, native students had a higher grade-point average than transfer students in the first term of upper-division wotk (Tables 14-16).

Fourth, the grade-point average of every transfer group for the first term in the upper division was lower than its average in the lower division (Tables 14, 16, and 17).

Fifth, native students had a higher grade-point average in the first term in the upper division than in the lower division (Table 14).

Sixth, the grade-point average of every major group, transfer as well as native, rose over the eight-term period in the upper division (Tables 18-20).

Seventh: although the grade-point averages of the transfer groups rose over eight terms in the upper division, and were higher in the later terms than their lower-division averages, their cumulative averages for the eight-term period were lower than their lower-division averages Tables 19 and 20).

Eighth: as a result, the native students had a higher cumulative grade-point average in the upper division than the transfers (Tables 18-20).

Moreover, one can infer from the data on lower-division and upper-division grade-point averages that grades were not equivalent units of measure in the University College and the transfer institutions, and thus are probably not directly comparable. After all, the native students had the lowest average in the lower division and the highest average in the upper division (Table 14), and natives with a below-3.0 lower-division average were more likely than transfers with a lower-division average of 3.0+ to have graduated by the end of the summer term of 1968 (Figures 102-104), all of which suggests that the University College was more difficult, more stringent in its grading policies, or both, than the transfer institutions.

And not only did the native students have a higher cumulative grade-point average in the upper division than the transfer students; they also outperformed the transfer students in other ways.

First, a larger percentage of native students than transfer students made grade-point averages of 2.0+ in the upper division (Figures 2,3,4,and 6).

Second, a larger percentage of native students than transfer students made grade-point averages of 3.0+ in the upper division (Figure 7).

Third, a smaller percentage of native students than transfer students made grade-point averages of less than 2.0 in the upper-division (Figure 8).

Fourth, academic probations were less frequent for native students than for transfer students (Figures 2, 3, 4, and 6).

Fifth, a smaller percentage of native students than transfer students withdrew from school (Table 3 and Figure 6).

Sixth, a smaller percentage of native students than transfer students were suspended from school (Table 4 and Figure 6).

Seventh, a larger percentage of native students than transfer students had graduated by the end of the summer term of 1968 (Figure 5), and this was true in all upper-division colleges--in two-year programs and three-year programs (Figures 9-14 and Tables 5-8).

Eighth, a smaller percentage of native students than transfer students dropped out of school over the eight-term period of upper-division work [40] (Figure 5), and this was true in all upper-division colleges--in two-year and three-year programs (Figures 9-14 and Tables 5-8).

/̲Further, the transfer groups from the various individual public junior colleges, although they reflected the patterns exhibited by the larger public junior college group, varied from junior college to junior college in grade-point averages, probations, attrition rates, and progress towards graduation (Tables 9 and 17 and Figures 15-17).7

---

[40] These include everyone who dropped out of school during the period under consideration--not just those who withdrew or were suspended from school, but also those who failed to return to school after a break between terms.

In summary, therefore, the native students had a higher mean score on the twelfth grade tests, made better grades in the upper division, had a lower attrition rate, and progressed more rapidly towards graduation than the transfer students.

In these findings, there were few surprises--as those familiar with the literature will note.

Only the following, indeed, might be classified as surprising:

(1) the fact that native students with higher twelfth grade test scores were more likely to withdraw from school than native students with lower test scores (Figures 54 and 58);

(2) the fact that native students with higher twelfth grade test scores were more likely to be suspended from school than native students with lower test scores (Figures 62 and 66);

(3) the fact that native and transfer students with lower-division averages of 3.0+ were slightly more likely to withdraw from school than those with lower-division averages of less than 3.0 (Figures 94-97);

(4) the fact that some transfer students who scored below 300 on the twelfth grade tests, and thus would not generally have been admitted to the University as freshmen, did graduate (Figures 75 and 76);[41]

(5) the tendency of students who scored below 200 on the twelfth grade tests to outperform those who scored 200-249 and, on

---

[41] Only rarely are freshmen who scored below 300 on the twelfth grade tests admitted to the University (See Figure 74).

occasion, even higher (Figures 19, 20, 21, 27, 28, 29, 35, 36, 37, 47, 48, 49, 63, 64, 65, 71, 72, and 73); and

(6) the fact that the cumulative upper-division average of the transfer students was lower than their lower-division average.[42]

In other words, the findings of this study tend to corroborate the findings of previous investigators.[43]

Moreover, the data suggest--but hardly substantiate--possible explanations of why the native students outperformed the transfer students.

In the first place, they suggest that the impact and prolonged effects of transfer shock may, in part at least, explain the relatively poor showing of the transfer students (Tables 14, 19, and 20).

In the second place, they suggest the possibility that the native students outperformed the transfer students because they were potentially better students from the outset. In other words, the native students had a far higher score on the twelfth grade tests than the transfer students (Table 10), and the data suggest the possibility that, in certain instances and for some groups, twelfth grade test scores and academic performance in the upper division were related--that is to say, that the higher a student scored on the tests the more likely he was to have made good grades in the upper division (Figures 19-45); the less likely he was to have been placed on academic probation (Figures 46-51 and 53); the less likely he was to have withdrawn (Figures 55, 57, and 59-61), to have been suspended (Figures 63-65 and 67-69), or, for one reason or another, to have been eliminated from school (Tables 11-13); and the more likely he was to have graduated by the end of the summer term of 1968 (Figures 71, 73, and 75-77).

---

[42] This may be surprising to some since some of the literature suggests that, following a first-term drop in grade-point average, transfer students tend to do as well in upper-division work as native students. Supra., p. 5.

[43] Supra., pp. 3-6.

One trouble with this suggestion, however, is that the pattern is not consistent, suggesting that other factors--e.g., motivation--may be involved. In some cases and for some groups the data do suggest such a relationship. But in other cases and for other groups they do not (Figures 18, 52, 54, 58, 62, 66, 70, and 74), and even when the suggestion is there, it is often barely discernible (Table 11 and Figures 24, 40, 43, 44, and 76) or the picture painted by the data is confused (Figures 20, 36, 48, 64, 71, and 72).

As might be expected, indeed, the data raise as many questions as they answer, and the thorniest of these concern causation.

Do the factors which produce high twelfth grade test scores and high lower-division grade-point averages also produce good upper-division grades, low attrition rates, and rapid progress towards graduation? Are twelfth grade test scores and lower-division grades, in short, reliable indicators of probable academic performance in the upper division?

At the present stage of this study, there has been no extensive utilization of statistical techniques as tools of analysis--the emphasis, as indicated, has been on the collection and organization of raw data. In an effort to cast some light on the thorny questions related to causation, however, coefficients of correlation[44] were computed between selected variables (i.e., between twelfth grade test scores and upper-division grade-point averages and between lower-division grade-point averages and upper-division grade-point averages) for several selected groups (i.e., for native students, public junior college transfers, and other transfers (1) who had graduated by the end of the summer term of 1968 and (2) who were still enrolled in school in the fall term of 1968).

The results, presented in Table 24, show that for all groups the correlation between twelfth grade test scores and upper-division averages was too low

---

44. These were computed by the Pearson Product-Moment method.

to suggest a causal relationship between these variables; for no group, indeed, was it higher than .45, and it fell as low as .16. For the two groups of native students, on the other hand, the correlation between lower-division grade-point averages and upper-division grade-point averages was strong enough, at .92 and .86, to suggest the possibility that these two variables, for these groups at least, were causally related. Moreover, the raw data also suggest that students with higher lower-division averages (i.e., 3.0+) were (1) more likely to make acceptable grades in the upper division (Figures 78-89), (2) less likely to be placed on academic probation (Figures 90-93), (3) less likely to be suspended or otherwise eliminated from school (Figures 98-101 and Tables 21-23), and (4) more likely to have graduated by the end of the summer term of 1968 (Figures 102-105). Except for withdrawals,[45] it was the same in every instance and for every group, a consistent pattern which, in conjunction with the coefficients of correlation in Table 24, suggests that lower-division grade-point averages are a better predictor of academic performance in the upper division than twelfth grade test scores,[46] although it seems likely that, because of the two additional years of screening which take place in the freshman and sophomore years, the test scores are more valid predictors of academic success at the freshman level than at the junior level. It makes little sense, of course, to compare the lower-division averages of native students and public junior college transfers, for as previously indicated, they probably are not comparable.[47] But,

---

45. The data on withdrawals indicate that students with higher lower-division grade-point averages (i.e., 3.0+) were more likely to withdraw from school than students with lower-division averages of less than 3.0 (Figures 94-97).

46. A study made a decade ago lends support to this conjecture. See W. Hugh Stickler, "A Study of Florida Junior College Transfer Students in the Florida State University: Fall Semester 1958-59," unpublished mimeographed copy (Tallahassee: Office of Institutional Research and Service, Florida State University, April, 1959). Stickler found that lower-division grades were a better predictor of academic performance by public junior college transfers at Florida State University than twelfth grade test scores.

47. Supra., p 123.

TABLE 24

COEFFICIENTS OF CORRELATION BETWEEN PLACEMENT TEST SCORES AND UPPER-DIVISION GRADE-POINT AVERAGES AND BETWEEN LOWER-DIVISION GRADE-POINT AVERAGES AND UPPER-DIVISION GRADE-POINT AVERAGES FOR NATIVE STUDENTS, PUBLIC JUNIOR COLLEGE TRANSFERS, AND OTHER TRANSFERS WHO HAD GRADUATED BY THE END OF THE SUMMER TERM OF 1968 AND WHO WERE STILL ENROLLED IN SCHOOL IN THE FALL TERM OF 1968

	r			
	STUDENTS WHO HAD GRADUATED BY THE END OF THE SUMMER TERM OF 1968		STUDENTS WHO WERE STILL ENROLLED IN THE FALL TERM OF 1968	
INSTITUTION(S) ADMITTED FROM	Placement Test Scores & Upper-Division Grade-Point Averages	Lower-Division Grade-Point Averages & Upper-Division Grade-Point Averages	Placement Test Scores & Upper-Division Grade-point Averages	Lower-Division Grade-Point Averages & Upper-Division Grade-Point Averages
University College	.44	.92	.35	.86
Public Junior Colleges of Florida	.29	.50	.16	.46
Others*	.45	.46		

Source: Appendix Table 118.

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. The number of other transfers who were still enrolled in school in the fall term of 1968 was so small that it seemed unlikely that reliable coefficients of correlation could be computed for this group.

in trying to determine which public junior college students are most likely to perform acceptably in the upper division, their lower-division grades seem to be a more reliable indicator than their twelfth grade test scores, and the same thing seems to be true of the native students.

These are not the only questions, of course, for which the data provide no conclusive answers.

Indeed, the data on twelfth grade test scores and graduation rates suggest more questions, perhaps, than answers.

For instance, Figure 73 indicates that the higher a student scored on the tests the more likely he was to have graduated by the end of the summer term of 1968--that is to say, that twelfth grade test scores and progress towards graduation are related.

Yet, when the native and transfer students are considered separately, a different picture emerges.

In other words, Figure 70 indicates that, among the native students, a student's chances of graduating by the end of eight terms were about the same no matter what he scored on the tests, and Figure 71 indicates that, with the exception of those who scored below 250, the same thing was generally true of the public junior college transfers.

Although they were alike in this, however, they were unalike in other ways. In the first place, the natives had a higher mean twelfth grade test score than the public junior college transfers (419 compared to 317), and in the second place, a higher percentage of native students had graduated by the end of the summer term of 1968 (62.5% compared to 32.2%).

Did the native students have a higher graduation rate because they possessed more of the ability-achievement measured by the twelfth grade tests? Is this the reason why five of eight native students and less than one of three public junior college transfers had graduated by the end of the summer term of 1968?

In other words, are twelfth grade test scores and progress towards graduation related?

Figure 73 suggests they are.

But if they are, why isn't it apparent when native and transfer groups are considered separately? Why did natives who scored low on the tests have as high a graduation rate as those who scored high? Why did public junior college transfers who scored 250-349 on the tests have as high a graduation rate as those who scored 400 and above.

It seems impossible, from the data in hand, to answer these questions. While it might be possible to conjecture several plausible explanations, none seems likely at present to tie twelfth grade test scores and progress towards graduation together in a causal relationship.[48]

In the present stage of this study, therefore, procedures have been developed for the collection and processing of data for a massive longitudinal study of the academic performance of native and transfer students in the upper division of the University of Florida; a start has been made on the collection and organization of these data; and the data, in turn, have produced certain findings and raised certain questions for which they provide--at present, at least--no answers.

Meanwhile, the collection of data continues. Indeed, data have already been collected on the major groups admitted to the upper division in the fall term of 1967. To date, however, these data cover only the period between the beginning of the fall term of 1967 through the winter term of 1969--six terms, or too short a time for more than a handful of students to graduate. Thus, no attempt is made in Appendix Tables 119-134, to present data on the progress of the various groups of students towards graduation. However, the data on withdrawals, probations, suspensions, twelfth grade test scores, lower-division grade-point averages, and upper-division grade-point averages tend to corroborate, in broad outline, the patterns and tendencies that characterize the groups admitted to the upper division in the fall term of 1966.

---

[48] Perhaps the confusion arises because the graduation rates depicted in Figures 70-74 reflect the distribution of native and transfer students in two-year and three-year upper-division programs as well as progress towards graduation. If so, the dilemma should be resolved as the study continues; when enough time has elapsed for all students enrolled in three-year programs to have graduated if they are going to make it.

For instance, Table 25 shows some striking similarities between the native students admitted to the upper division in the fall terms of 1966 and 1967 (e.g., mean twelfth grade test scores of 419 and 418, averages of 2.67 and 2.69 for the first term of upper-division work, and cumulative upper-division averages of 2.80 and 2.79); between public junior college transfers admitted in those terms (e.g., twelfth grade test scores of 317 and 315, lower-division grade-point averages of 2.61 and 2.62, and cumulative upper-division averages of 2.47 and 2.48); and between transfers from other institutions in those two terms (e.g., lower-division grade-point averages of 2.66 and 2.64 and cumulative upper-division averages of 2.61 and 2.60).

Suggested Future Research

Since this study is the first step in a continuing project, the next step should be to complete the collection of data on the groups admitted to the upper division in the fall terms of 1966 and 1967.

In other words, the students admitted to the upper division in those terms should be observed long enough to account for all of them--i.e., long enough for all of them to graduate or to drop out of school.

Moreover, other groups admitted in other years--for instance, in 1968--might well be carried through school in the same manner.

Ultimately, the collection of data on groups of students admitted in different years should allow statistical analyses of and generalizations about

TABLE 25

MEAN PLACEMENT TEST SCORES, LOWER-DIVISION GRADE-POINT AVERAGES, AND UPPER-DIVISION GRADE-POINT AVERAGES OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM ALL MAJOR INSTITUTIONS IN THE FALL TERMS OF 1966 AND 1967*

INSTITUTION(S) ADMITTED FROM	PLACEMENT TEST SCORES				GRADE-POINT AVERAGES LOWER DIVISION				GRADE-POINT AVERAGES FIRST TERM UPPER DIVISION				GRADE-POINT AVERAGES CUMULATIVE UPPER DIVISION			
University College	419		418		2.56		2.61		2.67		2.69		2.80		2.79	
Public Junior Colleges of Florida	317		315		2.61		2.62		2.17		2.29		2.47		2.48	
Public Senior Institutions of Florida	366		349		2.63		2.69		2.61		2.60		2.87		2.69	
Private Senior Institutions of Florida	319		351		2.59		2.72		2.34		2.71		2.48		2.88	
Out-of-State Institutions	317		341		2.74		2.71		2.55		2.52		2.77		2.71	
Private Junior Colleges of Florida	304	314	322	324	2.58	2.66	2.54	2.64	2.12	2.35	2.36	2.41	2.44	2.61	2.42	2.60
Out-of-State Junior Colleges	278		281		2.72		2.70		2.12		2.07		2.46		2.39	

Source: Appendix Tables 53-60 and 127-134.

* Computations for the groups admitted to the upper division in the fall term of 1967 are underlined.

all groups under observation, even those too small, at present, to yield reliable findings. For instance, only 17 students were admitted to the College of Pharmacy from the public junior colleges in the fall term of 1966, too small a group for the computation of statistical data (Appendix Table 31). When data have been collected on the groups admitted to the upper division in several different years, however, it may be possible to combine all the students admitted to the College of Pharmacy from the public junior colleges in the fall terms of 1966, 1967, and 1968 and thus have a group large enough for statistical analysis and generalization. In this manner, indeed, it might eventually be possible to generalize about the academic performance of transfer students from Public Junior College A in the College of Health Related Professions or students from Public Junior College B in the College of Engineering.

Moreover, the data collected in this study to date raise certain questions and suggest other possibilities for future research.

For instance, it is impossible to tell from the data in hand why a higher percentage of transfer students withdrew from school or why a student in any group, after completing a term, failed to register for the next one. Did they usually drop out for academic reasons, or are there other possible explanations? In the absence of hard data, in short, it seems plausible to suppose that finances may have played a role of some signigicance in the elimination of public junior college transfers, including able students, from school, and that the necessity of holding a part-time job or the stresses and strains produced by financial problems may to some extent have created the conditions that led eventually to academic failure. And to what extent do personal problems, rather than academic problems, account for the relatively high percentage of drop-outs in the transfer groups? Why, indeed, does a student transfer to the University of Florida from Florida State University, Rollins College, or an out-of-state university? Is it possible that psychological factors naturally predispose these students to a high drop-out rate--that innate restlessness, instability, or an absence of settled academic purpose may underlie, to some extent, both their tendency to transfer and their high attrition rate? Why, indeed, did a larger percentage of native students with higher twelfth grade test scores withdraw from school than natives with lower test scores, and why did native and transfer students with lower-division grade-point averages of 3.0+ have a higher withdrawal rate than those with lower-division averages of less than 3.0?

The point, of course, is that it is impossible to answer these questions without further research. It might prove valuable, therefore, if someone--perhaps a candidate for a doctoral degree--made a comprehensive study of students who drop out of the University: a follow-up study designed to determine why they dropped out of school and what they did thereafter. Indeed, a follow-up on students who graduated, as well as on those who failed to make it, might prove to be of value.

In addition, the data in hand raise the question of why students who scored below 200 on the placement tests outperformed students who scored 200-250 and, on occasion, even higher. Were they late bloomers? Were they older people who got a second chance--or perhaps, a late first chance--for a college education when the public junior colleges were opened, and hence were strongly motivated? Were they relatively successful because they were counselled into programs suitable to their interests and abilities? There is no way to answer any of these questions without further research.

Moreover, since the data on twelfth grade test scores and academic performance are inconclusive, further research on these variables and their relationship, if any, is in order. The data collected so far show, on the one hand, that the native students scored higher on the tests than the transfer students, and, on the other, that they also had a higher average in the upper-division, a lower attrition rate, and a higher graduation rate. Are the two--twelfth grade test scores and academic performance in the upper-division--connected? Did the native students outperform the transfer students for the same reason or reasons that they scored higher on the twelfth grade tests? Is the factor or complex of factors measured by the twelfth grade tests a critical factor in determining academic performance in the upper division? One possible way to answer these questions is to select a group of transfer students--a sample, say, of public junior college transfers--that is equivalent, in terms of twelfth grade test scores, to the native group. It should be possible, in other words, to select a sample with a mean test score approximately that of the native students, i.e., 419, and to compare the performance of the two groups in the upper division.

Or, it might be of value to adjust for the difference in the mean twelfth grade test scores of native and transfer students. Indeed, Nickens did this in his comparative study of native students and public junior college transfers at Florida State University, and he found that, when upper-division grade-point averages had been adjusted to the two groups' test scores (i.e., when the factors measured by the tests had been eliminated as factors in the determination of upper-division academic performance), the two groups did not differ significantly in their performance of upper-division work.[49] Such a step, of course, would not change the fact that native students had a higher upper-division grade-point average, a lower attrition rate, and a higher graduation rate at the University of Florida than public junior college transfers. But it might make possible a more realistic appraisal of the relationship between twelfth grade test scores and academic performance in the upper division and indirectly cast some light on other factors possibly related to upper-division performance.

---

[49] Nickens, op.cit.

If the performances of the two groups were approximately equal after the adjustment was made, then one might conclude that the factors measured by the tests are, after all, of critical importance in the determination of academic performance. If their performances were not approximately equal, however, then one might conclude that the public junior college transfers were handicapped in other ways, perhaps by inadequate preparation, cultural deprivation, weak motivation, financial problems, transfer shock, or a combination of these and other unmeasured, perhaps unimagined, intangibles.

Moreover, since twelfth grade test scores do not at this stage of the study seem especially reliable in predicting academic performance in the upper division, it might be desirable to experiment with another instrument. For instance, the College Level Examination Program (CLEP) might be administered for several years at the end of the sophomore year and the results used to predict the probable academic performance in the upper division of native students, public junior college transfers, and transfers from other institutions. In a recent study, indeed, Burnette found CLEP to be a valid instrument in the determination of the minimum competencies of native students and junior college transfers seeking admittance to the upper division of Florida Southern College.[50]

There are, of course, still other possibilities for related research.

One possibility is to study the academic performance of public junior college students who transfer to the University College before completing the requirements for graduation from a public junior college. By doing this, one could compare the performance of native students and public junior college transfers in the University College and, later, in the upper division. Moreover, one could use the data to compare the performance in the upper division of public junior college transfers who transferred to the University before getting a two-year degree and public junior college transfers who got a degree before transferring to the University.

---

[50] Richard Burnette, "Use of the College Level Examination Program in the Transition of Students from Lower Level to Upper Level Study," Proceedings of the First Statewide Invitational Conference on Institutional Research, unpublished mimeographed copy (Lakeland, Florida: 1968).

If desired, indeed, the same thing could also be done for other groups of transfers students.

Moreover, since the public junior colleges are now making the Associate in Arts degrees the transfer degree, it might be useful to public junior college officials to compare the academic performance in the upper division of transfers who hold this degree and transfers who hold another two-year degree--e.g., an Associate in Science, An Associate in Applied Science, or an Associate in Applied Arts degree.[51]

Finally, an effort might be made to evaluate the out-of-class activities of the transfer groups to the upper division and thus to determine the extent of their success at the University in areas of college life other than the academic.

To what extent, for example, have public junior college transfers been successful in campus politics and student publications? Has it been possible for them to win membership in Florida Blue Key, OKD, and Mortar Board? Have they tended to associate themselves with fraternities and sororities? And to what extent have they involved themselves in athletics, intramurals, dramatics, debating, and other non-academic pursuits of college students?

---

51. These data are not, at present, in the University's data bank and thus could not be processed by computer. It might be done "by hand," however, as a part of another project. If it is to be done in the future, these data should be added to the data bank.

APPENDIX

PART I

HOW TO READ THE TABLES

How to Read the Tables

The data collected in this study are presented, for the most part, in two types of tables.

The first set of tables (Appendix Tables 1-52) traces each group admitted in the fall term of 1966 through eight terms in the upper division.[52]

In reading these tables,

N = number,

R = registered,

W = withdrew,

S = suspended,

P = placed on academic probation,

2.0+ = made satisfactory, or 2.0 or better, grade-point average and,

G = graduated.

Thus, it can be seen from Appendix Table 1 that 805 students were admitted to the upper division from the University College in the fall term of 1966.

During this term, 30 or 3.7% withdrew from school, six or .7% were suspended, 72 or 8.9% were placed on academic probation, 695 or 86.3% made a grade-point average of 2.0 or better, and none graduated.

Moreover, 503 or 62.5% of the original 805 had graduated by the end of the summer term of 1968, 184 or 22.9% were still enrolled in the fall term of 1968, and 118 or 14.7% had dropped out of school along the way.

Moreover, these tables can be used to compare any two or more groups. By studying Appendix Tables 1 and 2, for instance, one can compare the progress of native students and public junior college transfers through the upper division. Or, by studying Appendix Tables 11 and 23, one can compare the progress of native students and public junior college transfers through the College of Arts and Sciences.

---

[52] Appendix Tables 119-126 are like these tables except that they present the data collected on the major groups admitted to the upper division in the fall term of 1967.

The second set of tables (Appendix Tables 53-89) presents two kinds of data.[53]

On the one hand, these tables present additional data related to academic performance in the upper division--i.e., the mean grade-point averages of the groups admitted in the fall of 1966 in each of eight terms in the upper division and for the whole eight-term period.

On the other hand, they present data related to academic ability and past academic achievement--i.e., the mean placement or twelfth grade test scores and lower-division grade-point averages of the groups under observation.

In reading these tables,

R = numbered registered,
PTS = placement test scores,
GPA-LD = lower-division grade-point averages, and
GPA-UD = upper-division grade-point averages.

Thus, it can be seen from Appendix Table 53 that 805 native students were admitted to the upper division in the fall term of 1966. Of this group, 786 had taken the twelfth grade placement tests, scoring a mean of 419. All 805 had lower-division grade-point averages, the mean of which was 2.56. And 733 survived long enough to be given grades for the first term of upper-division work, grades that gave the group an average of 2.67.

In this way, one can trace the group through eight terms in the upper

---

53. Appendix Tables 127-134 are like these tables except that they present the data collected on the major groups admitted to the upper division in the fall term of 1967.

division. For instance, its upper-division grades showed a tendency to rise over the eight-term period, climbing from 2.67 in the first term to a peak of 2.89 in the seventh, and its overall grade-point average--i.e., the grade-point average of all students in the group who received grades over the eight-term period--was 2.80. Twelfth grade test scores and lower-division grade-point averages, however, rose little over the eight-term period. If they had risen sharply, one might conclude that the lower test scorers and the poorer students were being eliminated in disportionately large numbers along the way.

Moreover, these tables, like the first set of tables, can be used to compare any two or more groups. By studying Appendix Tables 53 and 54, for instance, one can compare the twelfth grade test scores, the lower-division grade-point averages, and the upper-division grade-point averages of native students and public junior college transfers admitted to the upper division in the fall term of 1966.

No percentages or means are presented in these basic sets of tables for groups of less than 30 for fear that they might invite generalizations from insufficient data. In the fall term of 1966, for instance, only 17 native students enrolled in the College of Agriculture, and Appendix Table 9, as a result, presents only the numbers, not the percentages, of students who withdrew from school, who had graduated by the end of the summer term of 1968, etc. Moreover, since the number of students from some institutions dropped below 30 in some terms--from out-of-state senior institutions, for instance, in the spring and summer terms of 1967--no percentages or means were presented for those terms (Appendix Tables 6 and 58).

In addition there are a number of "special" tables designed to present special data or to organize the data in different ways for special purposes

(Appendix Tables 90-118). In each case, however, enough information is given in the table to make no explanation necessary.

PART II

DATA RELATED TO GROUPS
ADMITTED TO THE UPPER DIVISION
IN THE FALL TERM OF 1966

SECTION A

DATA RELATED TO THE ACADEMIC RECORDS OF ALL GROUPS IN THE UPPER DIVISION

SUBSECTION 1

DATA RELATED TO STUDENTS ADMITTED TO THE UPPER DIVISION FROM MAJOR INSTITUTIONS

TABLE 1

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	805	30	6	72	695	0	3.7	.7	8.9	86.3	0
Winter 1967	766	19	21	47	676	1	2.5	2.7	6.1	88.3	.1
Spring-A 1967	349	7	0	0	316	1	2.0	0	0	90.5	.3
Spring-Summer 1967	135	4	1	2	124	1	3.0	.7	1.5	91.9	.7
Fall 1967	701	17	11	54	613	60	2.4	1.6	7.7	87.4	8.6
Winter 1968	637	8	8	19	591	67	1.3	1.3	3.0	92.8	10.5
Spring 1968	570	5	8	26	518	313	.9	1.4	4.6	90.9	54.9
Summer 1968	135	6	2	3	121	60	4.4	1.5	2.2	89.6	44.4
Graduated by end of summer term of 1968						503					62.5
Still enrolled in fall term of 1968						184					22.9
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						118					14.7

TABLE 2

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	921	74	28	270	546	0	8.0	3.0	29.3	59.3	0
Winter 1967	810	27	113	70	591	0	3.3	14.0	8.6	73.0	0
Spring-A 1967	263	15	3	0	223	1	5.7	1.1	0	84.8	.4
Spring-Summer 1967	137	16	8	7	100	0	11.7	5.8	5.1	73.0	0
Fall 1967	666	15	36	81	528	3	2.3	5.4	12.2	79.3	.5
Winter 1968	623	2	21	53	540	26	.3	3.4	8.5	86.7	4.2
Spring 1968	584	12	17	48	499	174	2.1	2.9	8.2	85.4	29.8
Summer 1968	229	6	3	8	202	93	2.6	1.3	3.5	88.2	40.6
Graduated by end of summer term of 1968						297					32.2
Still enrolled in fall term of 1968						304					33.0
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						320					34.7

TABLE 3

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OTHER INSTITUTIONS* IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	273	24	9	64	174	0	8.8	3.3	23.4	63.7	0
Winter 1967	236	7	28	21	176	1	3.0	11.9	8.9	74.6	.4
Spring-A 1967	87	4	0	0	79	1	4.6	0	0	90.8	1.2
Spring-Summer 1967	44	1	0	3	36	3	2.3	0	6.8	81.8	6.8
Fall 1967	194	5	9	17	161	7	2.6	4.6	8.8	83.0	3.6
Winter 1968	170	2	0	13	153	20	1.2	0	7.6	90.0	11.8
Spring 1968	153	4	4	5	134	69	2.6	2.6	3.3	87.6	45.1
Summer 1968	48	1	2	2	42	16	2.1	4.2	4.2	87.5	33.3
Graduated by end of summer term of 1968						117					42.9
Still enrolled in fall term of 1968						69					25.3
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						87					31.9

*This category includes students from the public senior institutions of Florida, the Private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. Appendix Tables 4-8 present the data on each of these institutions.

TABLE 4

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PUBLIC SENIOR INSTITUTIONS OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	31	3	0	6	22	0	9.7	0	19.4	71.0	0
Winter 1967	30	0	4	2	23	0	0	13.3	6.7	76.7	0
Spring-A 1967	9	0	0	0	9	0					
Spring-Summer 1967	6	0	0	1	5	0					
Fall 1967	24	1	0	2	21	3					
Winter 1968	20	0	0	0	20	3					
Spring 1968	18	1	0	0	15	9					
Summer 1968	5	0	0	0	5	2					
Graduated by end of summer term of 1968						17					54.8
Still enrolled in fall term of 1968						4					12.9
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						10					32.3

TABLE 5

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PRIVATE SENIOR INSTITUTIONS OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	36	2	0	7	26	0	5.6	0	19.4	72.2	0
Winter 1967	33	2	4	3	24	1	6.1	12.1	9.1	72.7	3.0
Spring-A 1967	8	0	0	0	6	0					
Spring-Summer 1967	7	1	0	0	5	0					
Fall 1967	29	1	4	2	22	2					
Winter 1968	23	0	0	4	19	4					
Spring 1968	22	0	2	0	21	7					
Summer 1968	8	1	0	0	6	2					
Graduated by end of summer term of 1968						16					44.4
Still enrolled in fall term of 1968						13					36.1
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						7					19.4

TABLE 6

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OUT-OF-STATE SENIOR INSTITUTIONS IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	90	8	5	11	66	0	8.9	5.6	12.2	73.3	0
Winter 1967	75	3	2	8	60	0	4.0	2.7	10.7	80.0	0
Spring-A 1967	28	3	0	0	24	1					
Spring-Summer 1967	12	0	0	1	10	2					
Fall 1967	60	1	0	6	52	1	1.7	0	10.0	86.7	1.7
Winter 1968	58	1	0	4	52	7	1.7	0	6.9	89.7	12.1
Spring 1968	50	1	1	1	46	29	2.0	2.0	2.0	92.0	58.0
Summer 1968	13	0	1	0	12	4					
Graduated by end of summer term of 1968						44					48.9
Still enrolled in fall term of 1968						17					18.9
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						29					32.2

TABLE 7

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PRIVATE JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	68	5	1	26	35	0	7.4	1.5	38.2	51.5	0
Winter 1967	61	2	14	7	38	0	3.3	23.0	11.5	62.3	0
Spring-A 1967	23	1	0	0	22	0					
Spring-Summer 1967	9	0	0	0	8	0					
Fall 1967	51	0	4	3	43	0	0	7.8	5.9	84.3	0
Winter 1968	43	1	0	3	39	3	2.3	0	7.0	90.7	7.0
Spring 1968	41	1	1	3	33	15	2.4	2.4	7.3	80.5	36.6
Summer 1968	14	0	0	1	13	4					
Graduated by end of summer term of 1968						22					32.4
Still enrolled in fall term of 1968						25					36.8
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						21					30.9

TABLE 8

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OUT-OF-STATE JUNIOR COLLEGES IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	48	6	3	14	25	0	12.5	6.3	29.2	52.1	0
Winter 1967	37	0	4	1	31	0	0	10.8	2.7	83.8	0
Spring-A 1967	19	0	0	0	18	0					
Spring-Summer 1967	10	0	0	1	8	1					
Fall 1967	30	2	1	4	23	1	6.7	3.3	13.3	76.7	3.3
Winter 1968	26	0	0	2	23	3					
Spring 1968	22	1	0	1	19	9					
Summer 1968	8	0	1	1	6	4					

Graduated by end of summer term of 1968	18	37.5
Still enrolled in fall term of 1968	10	20.8
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968	20	41.7

SUBSECTION 2

DATA RELATED TO STUDENTS ADMITTED TO THE VARIOUS UPPER-DIVISION COLLEGES FROM THE UNIVERSITY COLLEGE

TABLE 9

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF AGRICULTURE FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	17	1	0	2	14	0					
Winter 1967	16	0	2	2	12	0					
Spring-A 1967	7	0	0	0	6	0					
Spring-Summer 1967	3	0	0	0	3	0					
Fall 1967	14	0	1	1	12	2					
Winter 1968	13	0	0	2	10	0					
Spring 1968	12	0	0	0	12	6					
Summer 1968	2	0	0	0	2	0					
Graduated by end of summer term of 1968						8					
Still enrolled in fall term of 1968						5					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						4					

TABLE 10

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ARCHITECTURE AND FINE ARTS* FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	36	2	0	3	31	0	5.6	0	8.3	86.1	0
Winter 1967	34	0	1	0	33	0	0	2.9	0	97.1	0
Spring-A 1967	10	0	0	0	7	0					
Spring-Summer 1967	9	0	0	0	9	0					
Fall 1967	29	1	0	1	27	6					
Winter 1968	25	1	0	1	22	2					
Spring 1968	22	1	0	2	18	7					
Summer 1968	6	1	0	0	5	2					
Graduated by end of summer term of 1968						17					47.2
Still enrolled in fall term of 1968						13					36.1
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						6					16.7

*Architecture, one of several programs offered by this college, is a three-year program. Most of the colleges of the upper division offer two-year programs.

TABLE 11

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ARTS AND SCIENCES FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	293	13	3	25	252	0	4.4	1.0	8.5	86.0	0
Winter 1967	284	8	4	18	253	0	2.8	1.4	6.3	89.1	0
Spring-A 1967	135	3	0	0	122	0	2.2	0	0	90.4	0
Spring-Summer 1967	47	1	1	1	43	0	2.1	2.1	2.1	91.5	0
Fall 1967	260	9	7	24	220	11	3.5	2.7	9.2	84.6	4.2
Winter 1968	239	3	5	8	219	23	1.3	2.1	3.3	91.6	9.6
Spring 1968	218	1	5	10	199	137	.5	2.3	4.6	91.3	62.8
Summer 1968	46	2	1	1	40	21	4.3	2.2	2.2	87.0	45.7
Graduated by end of summer term of 1968						192					65.5
Still enrolled in fall term of 1968						50					17.1
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						51					17.4

TABLE 12

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF BUSINESS ADMINISTRATION FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	126	2	1	15	107	0	1.6	.8	11.9	84.9	0
Winter 1967	122	3	6	10	102	0	2.5	4.9	8.2	83.6	0
Spring-A 1967	64	2	0	0	58	0	3.1	0	0	90.6	0
Spring-Summer 1967	18	1	0	0	17	1					
Fall 1967	113	4	1	8	98	9	3.5	.9	7.1	86.7	8.0
Winter 1968	105	1	1	1	99	17	1.0	1.0	1.0	94.3	16.2
Spring 1968	87	0	0	3	81	41	0	0	3.4	93.1	47.1
Summer 1968	22	2	0	0	20	11					
Graduated by end of summer term of 1968						79					62.7
Still enrolled in fall term of 1968						32					25.4
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						15					11.9

TABLE 13

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF EDUCATION FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	108	3	0	1	104	0	2.8	0	.9	96.3	0
Winter 1967	102	1	1	1	99	0	1.0	1.0	1.0	97.1	0
Spring-A 1967	57	1	0	0	53	0	1.8	0	0	93.0	0
Spring-Summer 1967	12	0	0	0	11	0					
Fall 1967	91	0	0	2	88	20	0	0	2.2	96.7	22.0
Winter 1968	70	1	0	0	69	15	1.4	0	0	98.6	21.4
Spring 1968	55	0	1	1	52	43	0	1.8	1.8	94.5	78.2
Summer 1968	13	0	0	0	13	8					
Graduated by end of summer term of 1968						86					79.6
Still enrolled in fall term of 1968						5					4.6
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						17					15.7

TABLE 14

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ENGINEERING* FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	73	4	1	12	55	0	5.5	1.4	16.4	75.3	0
Winter 1967	64	1	4	7	52	0	1.6	6.3	10.9	81.3	0
Spring-A 1967	17	0	0	0	17	0					
Spring-Summer 1967	16	1	0	0	15	0					
Fall 1967	62	0	0	11	51	0	0	0	17.7	82.3	0
Winter 1968	69	0	2	5	60	1	0	2.9	7.2	87.0	1.4
Spring 1968	69	1	2	6	58	2	1.4	2.9	8.7	84.1	2.9
Summer 1968	34	1	1	1	30	13	2.9	2.9	2.9	88.2	38.2
Graduated by end of summer term of 1968						16					21.9
Still enrolled in fall term of 1968						53					72.6
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						4					5.5

*The programs offered by this college are three-year programs. Most of the colleges of the upper division offer two-year programs.

TABLE 15

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE SCHOOL OF FORESTRY FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	5	0	0	0	5	0					
Winter 1967	5	0	0	0	5	0					
Spring-A 1967	1	0	0	0	1	0					
Spring-Summer 1967	3	0	0	0	3	0					
Fall 1967	5	0	0	0	5	0					
Winter 1968	4	0	0	0	4	0					
Spring 1968	5	0	0	0	5	3					
Summer 1968	0	0	0	0	0	0					
Graduated by end of summer term of 1968						3					
Still enrolled in fall term of 1968						2					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						0					

TABLE 16

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF JOURNALISM AND COMMUNICATIONS FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	75	2	1	11	61	0	2.7	1.3	14.7	81.3	0
Winter 1967	69	2	2	2	62	1	2.9	2.9	2.9	89.9	1.4
Spring-A 1967	35	0	0	0	31	1	0	0	0	88.6	2.9
Spring-Summer 1967	12	0	0	0	12	0					
Fall 1967	64	3	1	5	54	6	4.7	1.6	7.8	84.4	9.4
Winter 1968	56	1	0	1	54	1	1.8	0	1.8	96.4	1.8
Spring 1968	54	1	0	4	47	43	1.9	0	7.4	87.0	79.6
Summer 1968	5	0	0	1	4	4					
Graduated by end of summer term of 1968						56					74.7
Still enrolled in fall term of 1968						7					9.3
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						12					16.0

TABLE 17

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF HEALTH RELATED PROFESSIONS FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	23	0	0	0	23	0					
Winter 1967	23	2	0	2	19	0					
Spring-A 1967	4	0	0	0	4	0					
Spring-Summer 1967	4	0	0	0	3	0					
Fall 1967	21	0	0	0	20	0					
Winter 1968	19	1	0	0	18	4					
Spring 1968	16	1	0	0	15	14					
Summer 1968	1	0	0	0	1	1					
Graduated by end of summer term of 1968						19					
Still enrolled in fall term of 1968						1					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

TABLE 18

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF NURSING FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	21	1	0	2	18	0					
Winter 1967	20	0	1	1	18	0					
Spring-A 1967	6	0	0	0	5	0					
Spring-Summer 1967	6	0	0	1	5	0					
Fall 1967	18	0	0	0	18	4					
Winter 1968	14	0	0	1	13	1					
Spring 1968	12	0	0	0	11	12					
Summer 1968	2	0	0	0	2	0					
Graduated by end of summer term of 1968						17					
Still enrolled in fall term of 1968						1					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

TABLE 19

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF PHARMACY* FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	14	1	0	1	12	0					
Winter 1967	14	1	0	3	10	0					
Spring-A 1967	2	1	0	0	1	0					
Spring-Summer 1967	2	1	0	0	0	0					
Fall 1967	13	0	1	1	11	0					
Winter 1968	14	0	0	0	14	0					
Spring 1968	14	0	0	0	14	1					
Summer 1968	4	0	0	0	4	0					
Graduated by end of summer term of 1968						1					
Still enrolled in fall term of 1968						13					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						0					

*This college offers a three-year program. Most of the colleges of the upper division offer two-year programs.

TABLE 20

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF PHYSICAL EDUCATION AND HEALTH FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	14	1	0	0	13	0					
Winter 1967	13	1	0	1	11	0					
Spring-A 1967	11	0	0	0	11	0					
Spring-Summer 1967	3	0	0	0	3	0					
Fall 1967	11	0	0	1	9	2					
Winter 1968	9	0	0	0	9	3					
Spring 1968	6	0	0	0	6	4					
Summer 1968	0	0	0	0	0	0					
Graduated by end of summer term of 1968						9					
Still enrolled in fall term of 1968						2					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

SUBSECTION 3

DATA RELATED TO STUDENTS ADMITTED TO THE VARIOUS UPPER-DIVISION COLLEGES FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA

TABLE 21

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF AGRICULTURE FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	50	1	3	18	29	0	2.0	6.0	36.0	58.0	0
Winter 1967	45	0	8	3	34	0	0	17.8	6.7	75.6	0
Spring-A 1967	8	0	0	0	6	0					
Spring-Summer 1967	3	0	0	1	2	0					
Fall 1967	37	1	1	3	32	0	2.7	2.7	8.1	86.5	0
Winter 1968	34	0	1	3	30	0	0	2.9	8.8	88.2	0
Spring 1968	34	1	1	6	25	6	2.9	2.9	17.6	73.5	17.6
Summer 1968	14	1	1	0	9	12					
Graduated by end of summer term of 1968						18					36.0
Still enrolled in fall term of 1968						12					24.0
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						20					40.0

TABLE 22

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ARCHITECTURE AND FINE ARTS* FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	63	1	1	17	43	0	1.6	1.6	27.0	68.3	0
Winter 1967	59	2	7	3	46	0	3.4	11.9	5.1	78.0	0
Spring-A 1967	7	0	1	0	5	0					
Spring-Summer 1967	9	0	1	0	8	0					
Fall 1967	50	2	0	3	45	0	4.0	0	6.0	90.0	0
Winter 1968	49	0	2	4	42	1	0	4.1	8.2	85.7	2.0
Spring 1968	43	2	0	5	36	3	4.7	0	11.6	83.7	7.0
Summer 1968	21	0	1	0	20	6					
Graduated by end of summer term of 1968						10					15.9
Still enrolled in fall term of 1968						35					55.6
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						18					28.6

*Architecture, one of several programs offered by this college, is a three-year program. Most of the colleges of the upper-division offer two-year programs.

TABLE 23

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ARTS AND SCIENCES FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	249	27	11	75	136	0	10.8	4.4	30.1	54.6	0
Winter 1967	215	8	36	18	150	0	3.7	16.7	8.4	69.8	0
Spring-A 1967	82	8	1	0	66	1	9.8	1.2	0	80.5	1.2
Spring-Summer 1967	42	9	2	3	25	0	21.4	4.8	7.1	59.5	0
Fall 1967	167	5	18	24	117	0	3.0	10.8	14.4	70.1	0
Winter 1968	158	1	8	17	131	5	.6	5.1	10.8	82.9	3.2
Spring 1968	149	5	7	11	121	42	3.4	4.7	7.4	81.2	28.2
Summer 1968	64	2	0	5	54	27	3.1	0	7.8	84.4	42.2
Graduated by end of summer term of 1968						75					30.1
Still enrolled in fall term of 1968						79					31.7
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						95					38.2

TABLE 24

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF BUSINESS ADMINISTRATION FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	121	15	6	39	60	0	12.4	5.0	32.2	49.6	0
Winter 1967	101	8	18	11	63	0	7.9	17.8	10.9	62.4	0
Spring-A 1967	33	2	0	0	30	0	6.1	0	0	90.9	0
Spring-Summer 1967	14	2	2	0	11	0					
Fall 1967	66	0	2	13	51	0	0	3.0	19.7	77.3	0
Winter 1968	65	1	3	9	50	7	1.5	4.6	13.8	76.9	10.8
Spring 1968	58	2	1	3	51	18	3.4	1.7	5.2	87.9	31.0
Summer 1968	26	1	0	0	23	18					
Graduated by end of summer term of 1968						43					35.5
Still enrolled in fall term of 1968						21					17.4
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						57					47.1

TABLE 25

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF EDUCATION FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	181	5	1	39	135	0	2.8	.6	21.5	74.6	0
Winter 1967	166	5	10	14	136	0	3.0	6.0	8.4	81.9	0
Spring-A 1967	79	4	1	0	69	0	5.1	1.3	0	87.3	0
Spring-Summer 1967	23	3	0	0	17	0					
Fall 1967	140	2	3	10	125	3	1.4	2.1	7.1	89.3	2.1
Winter 1968	129	0	3	3	122	9	0	2.3	2.3	94.6	7.0
Spring 1968	121	1	1	5	113	75	.8	.8	4.1	93.4	62.0
Summer 1968	29	0	0	0	29	17					
Graduated by end of summer term of 1968						104					57.5
Still enrolled in fall term of 1968						28					15.5
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						49					27.1

TABLE 26

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF ENGINEERING* FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	127	14	3	38	72	0	11.0	2.4	29.9	56.7	0
Winter 1967	111	1	15	12	83	0	.9	13.5	10.8	74.8	0
Spring-A 1967	19	1	0	0	15	0					
Spring-Summer 1967	24	2	1	3	18	0					
Fall 1967	106	5	6	19	75	0	4.7	5.7	17.9	70.8	0
Winter 1968	92	0	2	9	81	0	0	2.2	9.8	88.0	0
Spring 1968	94	1	4	12	77	2	1.1	4.3	12.8	81.9	2.1
Summer 1968	44	2	1	3	37	3	4.5	2.3	6.8	84.1	6.8
Graduated by end of summer term of 1968						5					3.9
Still enrolled in fall term of 1968						91					71.7
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						31					24.4

*The programs offered by this college are three-year programs. Most of the colleges of the upper division offer two-year programs.

TABLE 27

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE SCHOOL OF FORESTRY FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	17	2	0	6	9	0					
Winter 1967	15	0	3	3	9	0					
Spring-A 1967	1	0	0	0	1	0					
Spring-Summer 1967	1	0	0	0	1	0					
Fall 1967	12	0	1	1	8	0					
Winter 1968	11	0	1	1	8	0					
Spring 1968	11	0	1	0	10	0					
Summer 1968	6	0	0	0	6	2					
Graduated by end of summer term of 1968						2					
Still enrolled in fall term of 1968						8					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						7					

TABLE 28

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF JOURNALISM AND COMMUNICATIONS FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	45	3	0	13	29	0	6.7	0	28.9	64.4	0
Winter 1967	40	2	7	3	27	0	5.0	17.5	7.5	67.5	0
Spring-A 1967	16	0	0	0	13	0					
Spring-Summer 1967	3	0	0	0	3	0					
Fall 1967	33	0	1	3	29	0	0	3.0	9.1	87.9	0
Winter 1968	31	0	0	4	27	1	0	0	12.9	87.1	3.2
Spring 1968	27	0	1	3	23	12					
Summer 1968	5	0	0	0	5	4					
Graduated by end of summer term of 1968						17					37.8
Still enrolled in fall term of 1968						10					22.2
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						18					40.0

4

TABLE 29

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF HEALTH RELATED PROFESSIONS FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	19	3	1	4	11	0					
Winter 1967	14	0	1	0	13	0					
Spring-A 1967	6	0	0	0	6	0					
Spring-Summer 1967	4	0	0	0	3	0					
Fall 1967	12	0	0	1	11	0					
Winter 1968	12	0	1	0	11	3					
Spring 1968	6	0	0	0	6	4					
Summer 1968	2	0	0	0	2	2					
Graduated by end of summer term of 1968						9					
Still enrolled in fall term of 1968						0					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						10					

TABLE 30

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF NURSING FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	19	1	0	9	8	0					
Winter 1967	17	0	2	2	11	0					
Spring-A 1967	2	0	0	0	2	0					
Spring-Summer 1967	6	0	0	0	6	0					
Fall 1967	11	0	0	2	9	0					
Winter 1968	14	0	0	1	13	0					
Spring 1968	13	0	1	0	12	8					
Summer 1968	2	0	0	0	2	0					
Graduated by end of summer term of 1968						8					
Still enrolled in fall term of 1968						3					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						8					

TABLE 31

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF PHARMACY* FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	17	2	2	5	8	0					
Winter 1967	15	1	3	1	10	0					
Spring-A 1967	5	0	0	0	5	0					
Spring-Summer 1967	7	0	1	0	5	0					
Fall 1967	15	0	2	2	11	0					
Winter 1968	13	0	0	1	11	0					
Spring 1968	13	0	0	3	10	0					
Summer 1968	9	0	0	0	8	0					
Graduated by end of summer term of 1968						0					
Still enrolled in fall term of 1968						14					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

---

*This college offers a three-year program. Most of the colleges of the upper division offer two-year programs.

TABLE 32

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE COLLEGE OF PHYSICAL EDUCATION AND HEALTH FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1968

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	13	0	0	7	6	0					
Winter 1967	12	0	3	0	9	0					
Spring-A 1967	4	0	0	0	4	0					
Spring-Summer 1967	1	0	1	0	1	0					
Fall 1967	10	0	1	0	9	0					
Winter 1968	9	0	0	0	9	0					
Spring 1968	9	0	0	0	9	4					
Summer 1968	3	0	0	0	3	2					
Graduated by end of summer term of 1968						6					
Still enrolled in fall term of 1968						3					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						4					

SUBSECTION 4

DATA RELATED TO STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE VARIOUS PUBLIC JUNIOR COLLEGES OF FLORIDA

TABLE 33

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE A IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	32	3	0	7	21	0	9.4	0	21.9	65.6	0
Winter 1967	29	0	6	3	20	0					
Spring-A 1967	9	1	1	0	7	0					
Spring-Summer 1967	2	0	1	0	1	0					
Fall 1967	22	0	0	4	18	0					
Winter 1968	20	1	2	0	16	0					
Spring 1968	20	0	1	0	19	5					
Summer 1968	8	0	0	0	7	4					
Graduated by end of summer term of 1968						9					28.1
Still enrolled in fall term of 1968						10					31.3
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						13					40.6

TABLE 34

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE B IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	53	2	1	16	34	0	3.8	1.9	30.2	64.2	0
Winter 1967	44	2	7	2	32	0	4.5	15.9	4.5	72.7	0
Spring-A 1967	14	1	0	0	12	1					
Spring-Summer 1967	6	1	0	0	5	0					
Fall 1967	39	1	2	5	32	1	2.6	5.1	12.8	82.1	2.6
Winter 1968	36	0	2	3	31	0	0	5.6	8.3	86.1	0
Spring 1968	34	0	0	1	33	15	0	0	2.9	97.1	44.1
Summer 1968	12	0	1	0	12	6					
Graduated by end of summer term of 1968						23					43.4
Still enrolled in fall term of 1968						14					26.4
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						16					30.2

TABLE 35

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE C IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	41	3	2	9	27	0	7.3	4.9	22.0	65.9	0
Winter 1967	34	0	1	1	32	0	0	2.9	2.9	94.1	0
Spring-A 1967	5	0	0	0	4	0					
Spring-Summer 1967	7	0	1	2	4	0					
Fall 1967	33	1	3	4	24	0	3.0	9.1	12.1	72.7	0
Winter 1968	30	0	1	0	29	1	0	3.3	0	96.7	3.3
Spring 1968	28	1	1	3	22	7					
Summer 1968	10	0	0	0	9	4					
Graduated by end of summer term of 1968						12					29.3
Still enrolled in fall term of 1968						16					39.0
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						13					31.7

TABLE 36

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE D IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	50	2	2	11	35	0	4.0	4.0	22.0	70.0	0
Winter 1967	45	0	8	4	33	0	0	17.8	8.9	73.3	0
Spring-A 1967	25	2	0	0	20	0					
Spring-Summer 1967	6	2	0	0	4	0					
Fall 1967	36	1	2	5	28	1	2.8	5.6	13.9	77.8	2.8
Winter 1968	34	0	0	5	29	4	0	0	14.7	85.3	11.8
Spring 1968	32	0	1	0	30	11	0	3.1	0	93.8	34.4
Summer 1968	10	0	0	2	7	3					
Graduated by end of summer term of 1968						19					38.0
Still enrolled in fall term of 1968						20					40.0
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						11					22.0

TABLE 37

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE E IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	83	8	2	23	50	0	9.6	2.4	27.7	60.2	0
Winter 1967	73	4	9	5	55	0	5.5	12.3	6.8	75.3	0
Spring-A 1967	25	2	1	0	22	0					
Spring-Summer 1967	20	2	1	0	17	0					
Fall 1967	62	2	3	8	48	0	3.2	4.8	12.9	77.4	0
Winter 1968	57	1	3	5	48	4	1.8	5.3	8.8	84.2	7.0
Spring 1968	48	1	1	3	40	19	2.1	2.1	6.3	83.3	39.6
Summer 1968	17	0	0	2	14	3					
Graduated by end of summer term of 1968						26					31.3
Still enrolled in fall term of 1968						28					33.7
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						29					34.9

TABLE 38

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE F IN THE FALL TERM OF 1966

TERM IN THE	N						%				
UNIVERSITY	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	179	7	1	58	113	0	3.9	.6	32.4	63.1	0
Winter 1967	164	8	10	15	130	0	4.9	6.1	9.1	79.3	0
Spring-A 1967	63	3	0	0	53	0	4.8	0	0	84.1	0
Spring-Summer 1967	25	3	1	1	18	0					
Fall 1967	138	3	6	14	113	0	2.2	4.3	10.1	81.9	0
Winter 1968	126	0	2	8	115	3	0	1.6	6.3	91.3	2.4
Spring 1968	124	1	2	9	112	34	.8	1.6	7.3	90.3	27.4
Summer 1968	46	1	0	2	42	27	2.2	0	4.3	91.3	58.7
Graduated by end of summer term of 1968						64					35.8
Still enrolled in fall term of 1968						60					33.5
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						55					30.7

TABLE 39

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE G IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	83	11	2	16	54	0	13.3	2.4	19.3	65.1	0
Winter 1967	73	3	6	8	54	0	4.1	8.2	11.0	74.0	0
Spring-A 1967	25	1	0	0	20	0					
Spring-Summer 1967	10	0	0	2	8	0					
Fall 1967	59	1	5	8	45	0	1.7	8.5	13.6	76.3	0
Winter 1968	56	0	2	5	48	0	0	3.6	8.9	85.7	0
Spring 1968	55	1	2	4	46	19	1.8	3.6	7.3	83.6	34.5
Summer 1968	18	2	0	1	15	6					
Graduated by end of summer term of 1968						25					30.1
Still enrolled in fall term of 1968						29					34.9
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						29					34.9

TABLE 40

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE H IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	30	0	2	7	20	0	0	6.7	23.3	66.7	0
Winter 1967	27	1	1	1	24	0					
Spring-A 1967	8	0	1	0	7	0					
Spring-Summer 1967	5	0	0	0	5	0					
Fall 1967	26	0	0	4	22	0					
Winter 1968	27	0	3	4	20	3					
Spring 1968	22	1	3	3	16	6					
Summer 1968	9	1	0	1	7	5					
Graduated by end of summer term of 1968						14					46.7
Still enrolled in fall term of 1968						10					33.3
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						6					20.0

TABLE 41

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE I IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	71	9	1	23	38	0	12.7	1.4	32.4	53.5	0
Winter 1967	64	0	16	3	45	0	0	25.0	4.7	70.3	0
Spring-A 1967	17	1	0	0	14	0					
Spring-Summer 1967	9	2	0	0	6	0					
Fall 1967	51	1	2	5	42	0	2.0	3.9	9.8	82.4	0
Winter 1968	52	0	2	2	47	2	0	3.8	3.8	90.4	3.8
Spring 1968	47	1	2	4	40	17	2.1	4.3	8.5	85.1	36.2
Summer 1968	19	0	1	0	18	7					
Graduated by end of summer term of 1968						26					36.6
Still enrolled in fall term of 1968						19					26.8
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						26					36.6

TABLE 42

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE J IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	R	2.0+	G
Fall 1966	57	11	3	15	28	0	19.3	5.3	26.3	49.1	0
Winter 1967	50	1	10	6	33	0	2.0	20.0	12.0	66.0	0
Spring-A 1967	15	0	0	0	15	0					
Spring-Summer 1967	11	2	0	0	7	0					
Fall 1967	41	3	2	5	30	0	7.3	4.9	12.2	73.2	0
Winter 1968	39	0	2	4	33	3	0	5.1	10.3	84.6	7.7
Spring 1968	34	1	1	3	28	9	2.9	2.9	8.8	82.4	26.5
Summer 1968	18	1	0	0	15	5					
Graduated by end of summer term of 1968						17					29.8
Still enrolled in fall term of 1968						17					29.8
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						23					40.4

TABLE 43

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE K IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	37	2	0	12	23	0	5.4	0	32.4	62.2	0
Winter 1967	33	1	7	4	21	0	3.0	21.2	12.1	63.6	0
Spring-A 1967	9	2	0	0	7	0					
Spring-Summer 1967	8	2	0	1	5	0					
Fall 1967	25	0	3	3	19	0					
Winter 1968	24	0	2	2	19	1					
Spring 1968	21	1	1	4	15	4					
Summer 1968	10	0	0	0	9	4					
Graduated by end of summer term of 1968						9					24.3
Still enrolled in fall term of 1968						12					32.4
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						16					43.2

TABLE 44

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE L IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	36	4	3	14	15	0	11.1	8.3	38.9	41.7	0
Winter 1967	26	1	7	2	15	0					
Spring-A 1867	4	0	0	0	4	0					
Spring-Summer 1967	5	0	1	0	4	0					
Fall 1967	20	0	2	3	14	0					
Winter 1968	15	0	0	0	15	0					
Spring 1968	17	0	0	1	16	6					
Summer 1968	8	0	0	0	8	2					
Graduated by end of summer term of 1968						8					22.2
Still enrolled in fall term of 1968						10					27.8
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						18					50.0

TABLE 45

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE M IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	67	5	5	17	39	0	7.5	7.5	25.4	58.2	0
Winter 1967	56	3	11	7	33	0	5.4	19.6	12.5	58.9	0
Spring-A 1967	21	0	0	0	19	0					
Spring-Summer 1967	11	2	3	1	5	0					
Fall 1967	39	1	3	1	34	1	2.6	7.7	2.6	87.2	2.6
Winter 1968	37	0	0	5	31	1	0	0	13.5	83.8	2.7
Spring 1968	38	4	0	5	28	9	10.5	0	13.2	73.7	23.7
Summer 1968	13	1	1	0	9	6					
Graduated by end of summer term of 1968						17					25.4
Still enrolled in fall term of 1968						20					29.9
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						30					44.8

TABLE 46

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE N IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	24	2	0	8	14	0					
Winter 1967	24	0	4	4	16	0					
Spring-A 1967	6	0	0	0	6	0					
Spring-Summer 1967	4	0	0	0	4	0					
Fall 1967	21	0	0	2	19	0					
Winter 1968	20	0	0	2	17	2					
Spring 1968	18	0	1	4	13	2					
Summer 1968	9	0	0	0	8	5					
Graduated by end of summer term of 1968						9					
Still enrolled in fall term of 1968						9					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						6					

TABLE 47

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE O IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	19	1	1	8	9	0					
Winter 1967	16	1	1	1	13	0					
Spring-A 1967	4	0	0	0	3	0					
Spring-Summer 1967	0	0	0	0	0	0					
Fall 1967	15	1	0	5	9	0					
Winter 1968	13	0	0	3	10	1					
Spring 1968	11	0	0	1	10	3					
Summer 1968	4	0	0	0	4	1					
Graduated by end of summer term of 1968						5					
Still enrolled in fall term of 1968						8					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						6					

TABLE 48

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE P IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	18	2	1	10	5	0					
Winter 1967	17	1	4	0	12	0					
Spring-A 1967	4	0	0	0	3	0					
Spring-Summer 1967	2	0	0	0	2	0					
Fall 1967	11	0	0	3	8	0					
Winter 1968	9	0	0	0	9	1					
Spring 1968	9	0	0	1	8	1					
Summer 1968	3	0	0	0	3	0					
Graduated by end of summer term of 1968						2					
Still enrolled in fall term of 1968						7					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						9					

TABLE 49

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE Q IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	16	1	0	5	10	0					
Winter 1967	15	0	1	2	12	0					
Spring-A 1967	4	0	0	0	4	0					
Spring-Summer 1967	2	0	0	0	2	0					
Fall 1967	14	0	2	1	11	0					
Winter 1968	13	0	0	2	11	0					
Spring 1968	12	0	1	0	11	6					
Summer 1968	5	0	0	0	5	0					
Graduated by end of summer term of 1968						6					
Still enrolled in fall term of 1968						7					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

TABLE 50

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE R IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	13	0	0	7	6	0					
Winter 1967	13	1	3	1	7	0					
Spring-A 1967	5	2	0	0	3	0					
Spring-Summer 1967	3	0	0	0	3	0					
Fall 1967	9	0	0	1	8	0					
Winter 1968	10	0	0	1	9	0					
Spring 1968	10	0	0	2	8	1					
Summer 1968	7	0	0	0	7	5					
Graduated by end of summer term of 1968						6					
Still enrolled in fall term of 1968						4					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						3					

TABLE 51

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE S IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	8	1	0	2	5	0					
Winter 1967	6	0	1	1	4	0					
Spring-A 1967	0	0	0	0	0	0					
Spring-Summer 1967	0	0	0	0	0	0					
Fall 1967	5	0	1	0	4	0					
Winter 1968	5	0	0	2	3	0					
Spring 1968	4	0	0	0	4	0					
Summer 1968	3	0	0	0	3	0					
Graduated by end of summer term of 1968						0					
Still enrolled in fall term of 1968						4					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						4					

TABLE 52

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM PUBLIC JUNIOR COLLEGE T * IN THE FALL TERM OF 1966

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1966	4	0	2	2	0	0					
Winter 1967	1	0	0	0	0	0					
Spring-A 1967	0	0	0	0	0	0					
Spring-Summer 1967	1	0	0	0	0	0					
Fall 1967	0	0	0	0	0	0					
Winter 1968	0	0	0	0	0	0					
Spring 1968	0	0	0	0	0	0					
Summer 1968	0	0	0	0	0	0					
Graduated by end of summer term of 1968						0					
Still enrolled in fall term of 1968						0					
Dropped out between beginning of fall term of 1966 and beginning of fall term of 1968						4					

* This school is no longer in operation.

SECTION B

DATA RELATED TO MEAN PLACEMENT TEST SCORES, LOWER-DIVISION GRADE-POINT AVERAGES, AND UPPER-DIVISION GRADE-POINT AVERAGES OF ALL GROUPS OF STUDENTS ADMITTED TO THE UPPER DIVISION

SUBSECTION 1

DATA RELATED TO STUDENTS ADMITTED TO THE UPPER DIVISION FROM MAJOR INSTITUTIONS

TABLE 53

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	805	419 (786)	2.56 (805)	2.67 (773)
Winter 1967	766	419 (749)	2.57 (766)	2.74 (741)
Spring-A 1967	349	419 (339)	2.57 (349)	2.84 (345)
Spring-Summer 1967	135	421 (133)	2.54 (135)	2.79 (132)
Fall 1967	701	419 (686)	2.57 (701)	2.81 (683)
Winter 1968	637	421 (621)	2.58 (637)	2.89 (628)
Spring 1968	570	421 (554)	2.58 (570)	2.89 (563)
Summer 1968	135	417 (129)	2.46 (135)	2.85 (131)
Grade-point average for the eight-term period				2.80

TABLE 54

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	921	317 (892)	2.61 (921)	2.17 (845)
Winter 1967	810	320 (788)	2.62 (810)	2.37 (763)
Spring-A 1967	263	317 (257)	2.66 (263)	2.55 (251)
Spring-Summer 1967	137	323 (130)	2.59 (137)	2.51 (122)
Fall 1967	666	325 (647)	2.64 (666)	2.51 (647)
Winter 1968	623	326 (606)	2.66 (623)	2.62 (621)
Spring 1968	584	327 (565)	2.66 (584)	2.70 (570)
Summer 1968	229	321 (218)	2.60 (229)	2.70 (226)
Grade-point average for the eight-term period				2.47

TABLE 55

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
OTHER INSTITUTIONS*
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	273	314 (226)	2.66 (273)	2.35 (247)
Winter 1967	236	313 (202)	2.69 (236)	2.49 (222)
Spring-A 1967	87	309 (73)	2.68 (87)	2.73 (86)
Spring-Summer 1967	44	304 (33)	2.68 (44)	2.79 (42)
Fall 1967	194	314 (167)	2.71 (194)	2.67 (187)
Winter 1968	170	316 (149)	2.73 (170)	2.73 (168)
Spring 1968	153	321 (134)	2.71 (153)	2.82 (147)
Summer 1968	48	297 (46)	2.60 (48)	2.67 (47)
Grade-point average for the eight-term period				2.61

*This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. See Appendix Tables 56-60

TABLE 56

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE PUBLIC SENIOR INSTITUTIONS OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	31	366 (30)	2.63 (31)	2.61 (28)
Winter 1967	30	351 (29)	2.70 (30)	2.77 (28)
Spring-A 1967	9			
Spring-Summer 1967	6			
Fall 1967	24			
Winter 1968	20			
Spring 1968	18			
Summer 1968	5			
Grade-point average for the eight-term period				2.87

TABLE 57

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE PRIVATE SENIOR INSTITUTIONS OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	36	319 (34)	2.59 (36)	2.34 (34)
Winter 1967	33	319 (31)	2.60 (33)	2.41 (31)
Spring-A 1967	8			
Spring-Summer 1967	7			
Fall 1967	29			
Winter 1968	23			
Spring 1968	22			
Summer 1968	8			
Grade-point average for the eight-term period				2.48

TABLE 58

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
OUT-OF-STATE SENIOR INSTITUTIONS
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	90	317 (61)	2.74 (90)	2.55 (81)
Winter 1967	75	312 (54)	2.76 (75)	2.67 (70)
Spring-A 1967	28			
Spring-Summer 1967	12			
Fall 1967	60	315 (44)	2.75 (60)	2.76 (59)
Winter 1968	58	315 (44)	2.76 (58)	2.84 (57)
Spring 1968	50	325 (38)	2.70 (50)	2.96 (49)
Summer 1968	13			
Grade-point average for the eight-term period				2.77

TABLE 59

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE PRIVATE JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	68	304 (68)	2.58 (68)	2.12 (62)
Winter 1967	61	304 (61)	2.58 (61)	2.17 (58)
Spring-A 1967	23			
Spring-Summer 1967	9			
Fall 1967	51	310 (51)	2.64 (51)	2.52 (50)
Winter 1968	43	312 (43)	2.66 (43)	2.66 (42)
Spring 1968	41	318 (41)	2.64 (41)	2.77 (39)
Summer 1968	14			
Grade-point average for the eight-term period				2.44

TABLE 60

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
OUT-OF-STATE JUNIOR COLLEGES
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	48	278 (33)	2.72 (48)	2.12 (42)
Winter 1967	37	286 (27)	2.78 (37)	2.50 (35)
Spring-A 1967	19			
Spring-Summer 1967	10			
Fall 1967	30	292 (22)	2.81 (30)	2.58 (28)
Winter 1968	26			
Spring 1968	22			
Summer 1968	8			
Grade-point average for the eight-term period				2.46

SUBSECTION 2

DATA RELATED TO STUDENTS
ADMITTED TO THE VARIOUS UPPER-DIVISION COLLEGES
FROM THE UNIVERSITY COLLEGE

TABLE 61

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE COLLEGE OF ARCHITECTURE AND FINE ARTS
from
THE UNIVERSITY COLLEGE
in the fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	36	411 (34)	2.33 (36)	2.75 (34)
Winter 1967	34	409 (32)	2.33 (34)	2.70 (34)
Spring-A 1967	10			
Spring-Summer 1967	9			
Fall 1967	29			
Winter 1968	25			
Spring 1968	22			
Summer 1968	6			
Grade-point average for the eight-term period				2.66

TABLE 62

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF ARTS AND SCIENCES
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	293	439 (290)	2.82 (293)	2.78 (279)
Winter 1967	284	439 (281)	2.82 (284)	2.82 (274)
Spring-A 1967	135	438 (133)	2.80 (135)	2.96 (134)
Spring-Summer 1967	47	442 (47)	2.79 (47)	2.82 (47)
Fall 1967	260	439 (258)	2.82 (260)	2.86 (251)
Winter 1968	239	439 (237)	2.81 (239)	2.96 (235)
Spring 1968	218	438 (216)	2.80 (218)	2.97 (215)
Summer 1968	46	426 (45)	2.59 (46)	2.73 (44)
Grade-point average for the eight-term period				2.88

TABLE 63

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF BUSINESS ADMINISTRATION
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	126	420 (122)	2.43 (126)	2.48 (123)
Winter 1967	122	419 (120)	2.43 (122)	2.54 (117)
Spring-A 1967	64	427 (63)	2.46 (64)	2.66 (64)
Spring-Summer 1967	18			
Fall 1967	113	420 (109)	2.45 (113)	2.63 (109)
Winter 1968	105	421 (101)	2.46 (105)	2.67 (104)
Spring 1968	87	416 (83)	2.46 (87)	2.79 (87)
Summer 1968	22			
Grade-point average for the eight-term period				2.62

TABLE 64

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF EDUCATION
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	108	385 (105)	2.43 (108)	2.80 (105)
Winter 1967	102	384 (99)	2.43 (102)	2.98 (101)
Spring 1967	57	394 (54)	2.45 (57)	2.90 (56)
Spring-Summer 1967	12			
Fall 1967	91	386 (90)	2.41 (91)	3.04 (91)
Winter 1968	70	386 (67)	2.43 (70)	3.20 (69)
Spring 1968	55	381 (53)	2.44 (55)	3.14 (55)
Summer 1968	13			
Grade-point average for the eight-term period				3.0

TABLE 65

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF ENGINEERING
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	73	427 (70)	2.50 (73)	2.43 (69)
Winter 1967	64	429 (61)	2.52 (64)	2.58 (63)
Spring-A 1967	17			
Spring-Summer 1967	16			
Fall 1967	62	429 (59)	2.51 (62)	2.63 (62)
Winter 1968	69	428 (67)	2.51 (69)	2.76 (69)
Spring 1968	69	431 (66)	2.51 (69)	2.85 (68)
Summer 1968	34	430 (33)	2.47 (34)	2.94 (34)
Grade-point average for the eight-term period				2.68

TABLE 66

Means of Florida State-Wide Twelfth Grade Testing Program, tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE COLLEGE OF JOURNALISM AND COMMUNICATIONS
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE Q UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	75	402 (74)	2.32 (75)	2.55 (73)
Winter 1967	69	404 (68)	2.34 (69)	2.59 (66)
Spring-A 1967	35	395 (35)	2.34 (35)	2.78 (34)
Spring-Summer 1967	12			
Fall 1967	64	403 (63)	2.35 (64)	2.72 (61)
Winter 1968	56	403 (55)	2.37 (56)	2.78 (55)
Spring 1968	54	405 (53)	2.38 (54)	2.60 (53)
Summer 1968	5			
Grade-point average for the eight-term period				2.67

TABLE 67

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
OTHER COLLEGES OF THE UPPER DIVISION*
from
THE UNIVERSITY COLLEGE
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	94	403 (91)	2.41 (94)	2.73 (90)
Winter 1967	91	404 (88)	2.42 (91)	2.70 (86)
Spring-A 1967	31	397 (29)	2.36 (31)	2.70 (30)
Spring-Summer 1967	21	401 (20)	2.42 (21)	2.85 (20)
Fall 1967	82	403 (79)	2.40 (82)	2.84 (81)
Winter 1968	73	407 (71)	2.41 (73)	2.96 (72)
Spring 1968	65	406 (63)	2.43 (65)	2.90 (64)
Summer 1968	9			
Grade-point average for the eight-term period				2.82

*This group includes students admitted to the College of Agriculture (17), the School of Forestry (5), the College of Health Related Professions (23), the College of Nursing (21), the College of Pharmacy (14), and the College of Physical Education and Health (14).

SUBSECTION 3

DATA RELATED TO STUDENTS ADMITTED TO THE VARIOUS UPPER-DIVISION COLLEGES FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA

TABLE 68

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF AGRICULTURE
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	50	278 (49)	2.50 (50)	2.10 (49)
Winter 1967	45	280 (45)	2.54 (45)	2.33 (43)
Spring-A 1967	8			
Spring-Summer 1967	3			
Fall 1967	37	285 (37)	2.55 (37)	2.64 (36)
Winter 1968	34	288 (34)	2.55 (34)	2.74 (34)
Spring 1968	34	287 (34)	2.56 (34)	2.62 (33)
Summer 1968	14			
Grade-point average for the eight-term period				2.44

TABLE 69

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF ARCHITECTURE AND FINE ARTS
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	63	292 (62)	2.45 (63)	2.32 (62)
Winter 1967	59	298 (58)	2.45 (59)	2.43 (54)
Spring-A 1967	7			
Spring-Summer 1967	9			
Fall 1967	50	292 (49)	2.46 (50)	2.55 (48)
Winter 1968	49	294 (48)	2.45 (49)	2.46 (49)
Spring 1968	43	278 (42)	2.46 (43)	2.62 (41)
Summer 1968	21			
Grade-point average for the eight-term period				2.50

TABLE 70

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF ARTS AND SCIENCES
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	249	327 (236)	2.70 (249)	2.10 (221)
Winter 1967	215	330 (205)	2.72 (215)	2.31 (202)
Spring-A 1967	82	334 (79)	2.80 (82)	2.69 (76)
Spring-Summer 1967	42	335 (40)	2.73 (42)	2.36 (34)
Fall 1967	167	338 (159)	2.75 (167)	2.37 (160)
Winter 1968	158	343 (151)	2.79 (158)	2.52 (157)
Spring 1968	149	345 (141)	2.77 (149)	2.61 (144)
Summer 1968	64	322 (60)	2.67 (64)	2.52 (64)
Grade-point average for the eight-term period				2.39

TABLE 71

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF BUSINESS ADMINISTRATION
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	121	318 (119)	2.54 (121)	2.07 (105)
Winter 1967	101	325 (100)	2.54 (101)	2.21 (90)
Spring-A 1967	33	328 (32)	2.64 (33)	2.60 (32)
Spring-Summer 1967	14			
Fall 1967	66	335 (66)	2.59 (66)	2.38 (66)
Winter 1968	65	334 (65)	2.62 (65)	2.54 (64)
Spring 1968	58	335 (58)	2.60 (58)	2.62 (55)
Summer 1968	26			
Grade-point average for the eight-term period				2.35

TABLE 72

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF EDUCATION
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	181	304 (179)	2.59 (181)	2.32 (176)
Winter 1967	166	306 (165)	2.60 (166)	2.50 (160)
Spring-A 1967	79	297 (78)	2.58 (79)	2.43 (76)
Spring-Summer 1967	23			
Fall 1967	140	309 (139)	2.62 (140)	2.66 (138)
Winter 1968	129	310 (128)	2.65 (129)	2.82 (129)
Spring 1968	121	309 (120)	2.63 (121)	2.90 (120)
Summer 1968	29			
Grade-point average for the eight-term period				2.61

TABLE 73

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE COLLEGE OF ENGINEERING
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	127	354 (122)	2.68 (127)	2.22 (113)
Winter 1967	111	354 (107)	2.70 (111)	2.43 (109)
Spring-A 1967	19			
Spring-Summer 1967	24			
Fall 1967	106	353 (101)	2.71 (106)	2.50 (99)
Winter 1968	92	352 (88)	2.70 (92)	2.60 (92)
Spring 1968	94	355 (89)	2.73 (94)	2.70 (92)
Summer 1968	44	321 (41)	2.65 (44)	2.74 (43)
Grade-point average for the eight-term period				2.50

TABLE 74

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE COLLEGE OF JOURNALISM AND COMMUNICATIONS
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	45	320 (42)	2.51 (45)	2.12 (42)
Winter 1967	40	325 (37)	2.55 (40)	2.21 (38)
Spring-A 1967	16			
Spring-Summer 1967	3			
Fall 1967	33	329 (30)	2.57 (33)	2.47 (33)
Winter 1968	31	332 (28)	2.56 (31)	2.56 (31)
Spring 1968	27			
Summer 1968	5			
Grade-point average for the eight-term period				2.36

TABLE 75

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
OTHER COLLEGES OF THE UPPER DIVISION*
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA -UD
Fall 1966	85	298 (83)	2.57 (85)	2.06 (77)
Winter 1967	73	305 (71)	2.58 (73)	2.49 (67)
Spring-A 1967	18			
Spring-Summer 1967	19			
Fall 1967	60	310 (59)	2.59 (60)	2.59 (60)
Winter 1968	59	311 (58)	2.61 (59)	2.60 (59)
Spring 1968	52	315 (51)	2.62 (52)	2.80 (52)
Summer 1968	22			
Grade-point average for the eight-term period				2.52

---

* This group includes students admitted to the School of Forestry (17) the College of Health Related Professions (19), the College of Nursing (19), the College of Pharmacy (17), and the College of Physical Education and Health (13).

SUBSECTION 4

DATA RELATED TO STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE VARIOUS PUBLIC JUNIOR COLLEGES OF FLORIDA

TABLE 76

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE A
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	32	363 (31)	2.72 (32)	2.31 (28)
Winter 1967	29			
Spring-A 1967	9			
Spring-Summer 1967	2			
Fall 1967	22			
Winter 1968	20			
Spring 1968	20			
Summer 1968	8			
Grade-point average for the eight-term period				2.57

TABLE 77

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE B
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	53	352 (48)	2.54 (53)	2.32 (51)
Winter 1967	44	356 (41)	2.47 (44)	2.41 (39)
Spring-A 1967	14			
Spring-Summer 1967	6			
Fall 1967	39	358 (36)	2.51 (39)	2.58 (38)
Winter 1968	36	360 (33)	2.53 (36)	2.59 (36)
Spring 1968	34	365 (31)	2.54 (34)	2.73 (34)
Summer 1968	12			
Grade-point average for the eight-term period				2.54

TABLE 78

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE C
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA -UD
Fall 1966	41	338 (41)	2.56 (41)	2.26 (38)
Winter 1967	34	340 (34)	2.61 (34)	2.57 (34)
Spring-A 1967	5			
Spring-Summer 1967	7			
Fall 1967	33	340 (33)	2.61 (33)	2.61 (32)
Winter 1968	30	337 (30)	2.67 (30)	2.81 (30)
Spring 1968	28			
Summer 1968	10			
Grade-point average for the eight-term period				2.53

TABLE 79

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE D
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	50	331 (46)	2.67 (50)	2.25 (48)
Winter 1967	45	338 (42)	2.70 (45)	2.38 (44)
Spring-A 1967	25			
Spring-Summer 1967	6			
Fall 1967	36	341 (33)	2.74 (36)	2.67 (35)
Winter 1968	34	352 (32)	2.76 (34)	2.67 (34)
Spring 1968	32	351 (29)	2.75 (32)	2.71 (32)
Summer 1968	10			
Grade-point average for the eight-term period				2.50

TABLE 80

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE E
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	83	320 (80)	2.49 (83)	2.26 (75)
Winter 1967	73	328 (71)	2.48 (73)	2.45 (67)
Spring-A 1967	25			
Spring-Summer 1967	20			
Fall 1967	62	334 (60)	2.46 (62)	2.49 (60)
Winter 1968	57	334 (55)	2.49 (57)	2.49 (56)
Spring 1968	48	335 (46)	2.49 (48)	2.68 (47)
Summer 1968	17			
Grade-point average for the eight-term period				2.49

TABLE 81

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE F
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	179	318 (176)	2.58 (179)	2.23 (172)
Winter 1967	164	320 (162)	2.59 (164)	2.51 (155)
Spring-A 1967	63	316 (63)	2.51 (63)	2.43 (62)
Spring-Summer 1967	25			
Fall 1967	138	323 (136)	2.61 (138)	2.61 (133)
Winter 1968	126	323 (124)	2.61 (126)	2.72 (126)
Spring 1968	124	325 (122)	2.61 (124)	2.81 (122)
Summer 1968	46	316 (44)	2.55 (46)	2.80 (45)
Grade-point average for the eight-term period				2.56

TABLE 82

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE G
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	83	316 (82)	2.64 (83)	2.29 (72)
Winter 1967	73	318 (72)	2.66 (73)	2.44 (70)
Spring-A 1967	25			
Spring-Summer 1967	10			
Fall 1967	59	318 (59)	2.66 (59)	2.44 (58)
Winter 1968	56	323 (56)	2.67 (56)	2.61 (56)
Spring 1968	55	320 (55)	2.65 (55)	2.71 (53)
Summer 1968	18			
Grade-point average for the eight-term period				2.49

TABLE 83

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE H
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	30	316 (29)	2.59 (30)	1.97 (30)
Winter 1967	27			
Spring-A 1967	8			
Spring-Summer 1967	5			
Fall 1967	26			
Winter 1968	27			
Spring 1968	22			
Summer 1968	9			
Grade-point average for the eight-term period				2.32

TABLE 84

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE I
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	71	314 (69)	2.60 (71)	2.06 (62)
Winter 1967	64	316 (63)	2.62 (64)	2.30 (62)
Spring-A 1967	17			
Spring-Summer 1967	9			
Fall 1967	51	324 (49)	2.66 (51)	2.51 (50)
Winter 1968	52	327 (50)	2.69 (52)	2.64 (52)
Spring 1968	47	332 (45)	2.70 (47)	2.77 (46)
Summer 1968	19			
Grade-point average for the eight-term period				2.47

TABLE 85

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE J
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	57	314 (54)	2.68 (57)	2.11 (46)
Winter 1967	50	314 (47)	2.72 (50)	2.22 (47)
Spring-A 1967	15			
Spring-Summer 1967	11			
Fall 1967	41	328 (39)	2.77 (41)	2.33 (38)
Winter 1968	39	329 (37)	2.79 (39)	2.65 (39)
Spring 1968	34	340 (32)	2.84 (34)	2.55 (33)
Summer 1968	18			
Grade-point average for the eight-term period				2.41

TABLE 86

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE K
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	37	312 (36)	2.70 (37)	2.20 (35)
Winter 1967	33	316 (32)	2.72 (33)	2.35 (33)
Spring-A 1967	9			
Spring-Summer 1967	8			
Fall 1967	25			
Winter 1968	24			
Spring 1968	21			
Summer 1968	10			
Grade-point average for the eight-term period				2.46

TABLE 87

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE L
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	36	286 (34)	2.60 (36)	1.94 (32)
Winter 1967	26			
Spring-A 1967	4			
Spring-Summer 1967	5			
Fall 1967	20			
Winter 1968	15			
Spring 1968	17			
Summer 1968	8			
Grade-point average for the eight-term period				2.33

TABLE 88

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
PUBLIC JUNIOR COLLEGE M
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	67	252 (65)	2.52 (67)	2.02 (61)
Winter 1967	56	247 (55)	2.56 (56)	2.16 (50)
Spring-A 1967	21			
Spring-Summer 1967	11			
Fall 1967	39	247 (38)	2.59 (39)	2.48 (38)
Winter 1968	37	246 (37)	2.59 (37)	2.71 (37)
Spring 1968	38	245 (37)	2.57 (38)	2.46 (34)
Summer 1968	13			
Grade-point average for the eight-term period				2.32

TABLE 89

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to the
THE UPPER DIVISION
from
OTHER PUBLIC JUNIOR COLLEGES OF FLORIDA*
in the Fall term of 1966

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1966	102	324 (101)	2.69 (102)	2.05 (95)
Winter 1967	92	331 (91)	2.69 (92)	2.25 (86)
Spring-A 1967	23			
Spring-Summer 1967	12			
Fall 1967	75	342 (74)	2.73 (75)	2.45 (73)
Winter 1968	70	339 (69)	2.75 (70)	2.44 (70)
Spring 1968	64	341 (63)	2.74 (64)	2.64 (64)
Summer 1968	31	334 (30)	2.67 (31)	2.66 (31)
Grade-point average for the eight-term period				2.38

* This category includes students from Public Junior Colleges N-T.
See Tables 46-52.

SECTION C

SPECIAL TABLES

TABLE 90

Distribution of Grades of
UNIVERSITY COLLEGE STUDENTS
Admitted to the Upper Division in the Fall Term of 1966
over
Eight Terms in the Upper Division When Grouped by
Lower-Division Grade-Point Averages

LOWER-DIVISION GRADE-POINT AVERAGES	NUMBER OF STUDENTS ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER EIGHT TERMS	UPPER DIVISION GRADE-POINT AVERAGES											
			N						%					
			DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
3.0+	154	791	20	4	20	192	470	85	2.5	.5	2.5	24.3	59.4	10.7
Below 3.0	651	3307	82	28	290	1696	1091	120	2.5	.8	8.8	51.3	33.0	3.6
Total	805	4098	102	32	310	1888	1561	205	2.5	.8	7.6	46.1	38.1	5.0

TABLE 91

Distribution of Grades of
TRANSFERS FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA
Admitted to the Upper Division in the Fall Term of 1966
over
Eight Terms in the Upper Division When Grouped by
Lower-Division Grade-Point Averages

LOWER DIVISION GRADE-POINT AVERAGES	NUMBER OF STUDENTS ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER EIGHT TERMS	UPPER DIVISION GRADE POINT AVERAGES											
			N						%					
			DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
3.0+	178	869	39	10	50	349	366	55	4.5	1.2	5.8	40.2	42.1	6.3
Below 3.0	743	3364	151	84	670	1763	635	61	4.5	2.5	19.9	52.4	18.9	1.8
Total	921	4233	190	94	720	2112	1001	116	4.5	2.2	17.0	49.9	23.6	2.7

TABLE 92

Distribution of Grades of
TRANSFERS FROM OTHER INSTITUTIONS*
Admitted to the Upper Division in the Fall Term of 1966
over
Eight Terms in the Upper Division When Grouped by
Lower-Division Grade-Point Averages

LOWER DIVISION GRADE-POINT AVERAGES	NUMBER OF STUDENTS ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER EIGHT TERMS	UPPER DIVISION GRADE POINT AVERAGES											
			N						%					
			DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
3.0+	61	283	12	1	13	92	146	19	4.2	.4	4.6	32.5	51.6	6.7
Below 3.0	212	922	41	32	151	456	222	20	4.4	3.5	16.4	49.5	24.1	2.2
Total	273	1205	53	33	164	548	368	39	4.4	2.7	13.6	45.6	30.6	3.2

* This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and the out-of-state junior colleges.

TABLE 93

Distribution of Grades of
ALL STUDENTS
Admitted to the Upper Division in the Fall Term of 1966
over
Eight Terms in the Upper Division When Grouped by
Lower-Division Grade-Point Averages

			UPPER DIVISION GRADE POINT AVERAGES											
			N						%					
LOWER DIVISION GRADE-POINT AVERAGES	NUMBER OF STUDENTS ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER EIGHT TERMS	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
3.0+	393	1943	71	15	83	633	982	159	3.7	.8	4.3	32.6	50.5	8.2
Below 3.0	1606	7593	274	144	1111	3915	1948	201	3.6	1.9	14.6	51.6	25.7	2.6
Total	1999	9536	345	159	1194	4548	2930	360	3.6	1.7	12.5	47.7	30.7	3.8

TABLE 94

Proportions of Registrations by the Major Groups of Students Admitted to the Upper Division in the Fall Term of 1966 When Grouped by Lower-Division Grade-Point Averages That Resulted in ACADEMIC PROBATIONS

INSTITUTION	LOWER DIVISION GPA	NUMBER ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER 8 TERMS	PROBATIONS N	PROBATIONS %
University College	3.0+	154	791	15	1.9
	below 3.0	651	3307	208	6.3
	TOTAL	805	4098	223	5.4
Public Junior Colleges of Florida	3.0+	178	869	42	4.8
	below 3.0	743	3364	495	14.7
	TOTAL	921	4233	537	12.7
Others*	3.0+	61	283	12	4.2
	below 3.0	212	922	113	12.3
	TOTAL	273	1205	125	10.4
Total	3.0+	393	1943	69	3.6
	below 3.0	1606	7593	816	10.7
	TOTAL	1999	9536	885	9.3

*This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and the out-of-state junior colleges.

TABLE 95

Proportions of Registrations by the Major Groups of Students Admitted to the Upper Division in the Fall Term of 1966 When Grouped by Lower-Division Grade-Point Averages That Resulted in WITHDRAWALS FROM SCHOOL

INSTITUTION	LOWER DIVISION GPA	NUMBER ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER 8 TERMS	WITHDRAWALS	
				N	%
University College	3.0+	154	791	19	2.4
	below 3.0	651	3307	77	2.3
	TOTAL	805	4098	96	2.3
Public Junior Colleges of Florida	3.0+	178	869	36	4.0
	below 3.0	743	3364	131	3.9
	TOTAL	921	4233	167	3.9
Others*	3.0+	61	283	12	4.2
	below 3.0	212	922	36	3.9
	TOTAL	273	1205	48	4.0
Total	3.0+	393	1943	67	3.4
	below 3.0	1606	7593	244	3.2
	TOTAL	1999	9536	311	3.3

* This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and the out-of-state junior colleges.

TABLE 96

Proportions of Registrations by the Major Groups of Students Admitted to the Upper Division in the Fall Term of 1966 When Grouped by Lower-Division Grade-Point Averages That Resulted in SUSPENSIONS FROM SCHOOL

INSTITUTIONS	LOWER DIVISION GPA	NUMBER ENROLLED FALL, 1966	NUMBER OF REGISTRATIONS OVER 8 TERMS	PROBATIONS	
				N	%
University College	3.0+	154	791	5	.6
	below 3.0	651	3307	52	1.6
	TOTAL	805	4098	57	1.4
Public Junior Colleges of Florida	3.0+	178	869	13	1.5
	below 3.0	743	3364	216	6.4
	TOTAL	921	4233	229	5.4
Others*	3.0+	61	283	0	0
	below 3.0	212	922	52	5.6
	TOTAL	273	1205	52	4.3
Total	3.0+	393	1943	18	.9
	below 3.0	1606	7593	320	4.2
	TOTAL	1999	9536	338	3.5

*This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and the out-of-state junior colleges.

TABLE 97

Progress Towards Graduation Over an Eight-Term Period of
Students Admitted to the Upper Division in the Fall Term of 1966
When Grouped by Grade-Point Averages in the Lower Division

	NUMBER ADMITTED				NUMBER GRADUATED				PERCENTAGE GRADUATED			
GPA-LD	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL
3.0+	154	178	61	393	109	78	32	219	70.8	43.8	52.5	55.7
Below 3.0	651	743	212	1606	394	219	85	698	60.5	29.5	40.1	43.5
Total	805	921	273	1999	503	297	117	917	62.5	32.2	42.9	45.9

---

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. See Appendix Tables 4-8.

TABLE 98

Distribution of Grades of
UNIVERSITY COLLEGE STUDENTS
Admitted to the Upper Division in the Fall Term of 1966
Over Eight Terms in the Upper Division When
Grouped by Placement Test Scores

PLACEMENT TEST SCORES	NUMBER STUDENTS REGISTERED FALL, 1966	NUMBER REGISTRATIONS BETWEEN FALL, 1966 & SUMMER, 1968	GRADE POINT AVERAGES IN UPPER DIVISION											
			N						%					
			DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
450-495	265	1362	40	9	104	512	605	92	2.9	.7	7.6	37.6	44.4	6.8
400-449	268	1370	34	15	105	696	476	44	2.5	1.1	7.7	50.8	34.7	3.2
350-399	160	793	14	4	49	393	294	39	1.8	.5	6.2	49.6	37.1	4.9
300-349	75	385	5	3	32	189	130	26	1.3	.8	8.3	49.1	33.8	6.8
250-299	15	77	1	1	10	45	17	3	1.3	1.3	13.0	58.4	22.1	3.9
200-249	3	16	0	0	2	11	2	1	0	0	12.5	68.8	12.5	6.3
BELOW 200	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	786	4003	94	32	302	1846	1524	205	2.3	.8	7.5	46.1	38.1	5.1

TABLE 99

Distribution of Grades of
PUBLIC JUNIOR COLLEGE TRANSFERS
Admitted to the Upper Division in the Fall Term of 1966
Over Eight Terms in the Upper Division When
Grouped by Placement Test Scores

PLACEMENT TEST SCORES	NUMBER STUDENTS REGISTERED FALL, 1966	NUMBER REGISTRATIONS BETWEEN FALL, 1966 & SUMMER, 1968	GRADE-POINT AVERAGES IN UPPER DIVISION											
			N						%					
			DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
450-495	62	313	9	5	26	135	117	21	2.9	1.6	8.3	43.1	37.4	6.7
400-449	141	706	23	8	103	335	214	23	3.3	1.1	14.6	47.5	30.3	3.3
350-399	168	764	28	26	126	390	172	22	3.7	3.4	16.5	51.0	22.5	2.9
300-349	144	686	29	7	115	370	152	13	4.3	1.0	16.8	53.9	22.2	1.9
250-299	112	502	20	11	107	260	93	11	4.0	2.2	21.3	51.8	18.5	2.2
200-249	71	282	14	7	64	146	48	3	5.0	2.5	22.7	51.8	17.0	1.1
BELOW 200	194	850	58	25	160	412	174	21	6.8	2.9	18.8	48.5	20.5	2.5
TOTAL	892	4103	181	89	701	2048	970	114	4.4	2.2	17.1	49.9	23.6	2.8

TABLE 100

Distribution of Grades of
OTHER TRANSFERS*
Admitted to the Upper Division in the Fall Term of 1966
Over Eight Terms in the Upper Division When
Grouped by Placement Test Scores

PLACEMENT TEST SCORES	NUMBER STUDENTS REGISTERED FALL, 1966	NUMBER REGISTRATIONS BETWEEN FALL, 1966 & SUMMER, 1968	GRADE-POINT AVERAGES IN UPPER DIVISION											
			N						%					
			DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
450-495	23	104	4	0	11	33	49	7	3.8	0	10.6	31.7	47.1	6.7
400-449	41	195	5	3	32	73	73	9	2.6	1.5	16.4	37.4	37.4	4.6
350-399	38	162	9	8	28	81	34	2	5.6	4.9	17.3	50.0	21.0	1.2
300-349	26	132	4	3	19	72	32	2	3.0	2.3	14.4	54.5	24.2	1.5
250-299	22	91	3	5	13	55	14	1	3.3	5.5	14.3	60.4	15.4	1.1
200-249	16	61	4	3	15	26	11	2	6.6	4.9	24.6	42.6	18.0	3.3
BELOW 200	60	282	17	7	34	129	86	9	6.0	2.5	12.1	45.7	30.5	3.2
TOTAL	226	1027	46	29	152	469	299	32	4.5	2.8	14.8	45.7	29.1	3.1

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

TABLE 101

Distribution of Grades of
ALL STUDENTS
Admitted to the Upper Division in the Fall Term of 1966
Over Eight Terms in the Upper Division When
Grouped by Placement Test Scores

PLACEMENT TEST SCORES	NUMBER STUDENTS REGISTERED FALL, 1966	NUMBER REGISTRATIONS BETWEEN FALL, 1966 & SUMMER, 1968	GRADE POINT AVERAGES IN UPPER DIVISION											
			N						%					
			DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
450-495	350	1779	53	14	141	680	771	120	3.0	.8	7.9	38.2	43.3	6.7
400-449	450	2271	62	26	240	1104	763	76	2.7	1.1	10.6	48.6	33.6	3.3
350-399	366	1719	51	38	203	864	500	63	3.0	2.2	11.8	50.3	29.1	3.7
300-349	245	1203	38	13	166	631	314	41	3.2	1.1	13.8	52.5	26.1	3.4
250-299	149	670	24	17	130	360	124	15	3.6	2.5	19.4	53.7	18.5	2.2
200-249	90	359	18	10	81	183	61	6	5.0	2.8	22.6	51.0	17.0	1.7
BELOW 200	254	1132	75	32	194	541	260	30	6.6	2.8	17.1	47.8	23.0	2.7
TOTAL	1904	9133	321	150	1155	4363	2793	351	3.5	1.6	12.6	47.8	30.6	3.8

TABLE 102

Distribution of Grades of the Major Groups Admitted to the Upper Division in the Fall Term of 1966 Over Eight Terms in the Upper Division When Grouped by Placement Test Scores

				GRADE-POINT AVERAGES IN UPPER DIVISION											
				N						%					
INSTITUTION	PLACEMENT TEST SCORES	NUMBER ENROLLED FALL, 1966	NUMBER REGISTRATIONS OVER 8 TERMS	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0	DROPPED OUT DURING TERM	0.0 to 0.9	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0
UNIVERSITY COLLEGE	300-495	768	3910	93	31	290	1790	1505	201	2.4	.8	7.4	45.8	38.5	5.1
	Below 300	18	93	1	1	12	56	19	4	1.1	1.1	12.9	60.2	20.4	4.3
	TOTAL	786	4003	94	32	302	1846	1524	205	2.3	.8	7.5	46.1	38.1	5.1
PUBLIC JUNIOR COLLEGES OF FLA.	300-495	515	2469	89	46	370	1230	655	79	3.6	1.9	15.0	49.8	26.5	3.2
	Below 300	377	1634	92	43	331	818	315	35	5.6	2.6	20.3	50.1	19.3	2.1
	TOTAL	892	4103	181	89	701	2048	970	114	4.4	2.2	17.1	49.9	23.6	2.8
OTHER TRANSFERS*	300-495	128	593	22	14	90	259	188	20	3.7	2.4	15.2	43.7	31.7	3.4
	Below 300	98	434	24	15	62	210	111	12	5.5	3.5	14.3	48.4	25.6	2.8
	TOTAL	226	1027	46	29	152	469	299	32	4.5	2.8	14.8	45.7	29.1	3.1
ALL STUDENTS	300-495	1411	6972	204	91	750	3279	2348	300	2.9	1.3	10.8	47.0	33.7	4.3
	Below 300	493	2161	117	59	405	1084	445	51	5.4	2.7	18.8	50.2	20.6	2.4
	TOTAL	1904	9133	321	150	1155	4363	2793	351	3.5	1.6	12.6	47.8	30.6	3.8

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

TABLE 103

PROPORTIONS OF REGISTRATIONS BY NATIVE STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN ACADEMIC PROBATIONS

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		PROBATIONS			
					N		%	
450-495	265	(768)	1362	(3910)	66	(208)	4.8	(5.3)
400-449	268		1370		83		6.0	
350-399	160		793		35		4.4	
300-349	75		385		24		6.2	
250-299	15	(18)	77	(93)	6	(8)	7.8	(8.6)
200-249	3		16		2		12.5	
Below 200	0		0		0		0	
TOTAL	786		4003		216		5.4	

TABLE 104

PROPORTIONS OF REGISTRATIONS BY PUBLIC JUNIOR COLLEGE TRANSFERS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN ACADEMIC PROBATIONS

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		PROBATIONS			
					N		%	
450-495	62	(515)	313	(2469)	24	(281)	7.7	(11.4)
400-449	141		706		79		11.2	
350-399	168		764		94		12.3	
300-349	144		686		84		12.2	
250-299	112	(377)	502	(1634)	77	(240)	15.3	(14.7)
200-249	71		282		49		17.4	
Below 200	194		850		114		13.4	
TOTAL	892		4103		521		12.7	

TABLE 105

PROPORTIONS OF REGISTRATIONS BY OTHER TRANSFERS* ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN ACADEMIC PROBATIONS

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		PROBATIONS			
					N		%	
450-495	23	(128)	104	(593)	8	(68)	7.7	(11.5)
400-449	41		195		22		11.3	
350-399	38		162		23		14.2	
300-249	26		132		15		11.4	
250-299	22	(98)	91	(434)	11	(46)	12.1	(10.6)
200-249	16		61		10		16.4	
Below 200	60		282		25		8.9	
TOTAL	226		1027		114		11.1	

---

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

TABLE 106

PROPORTIONS OF REGISTRATIONS BY ALL STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN ACADEMIC PROBATIONS

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		PROBATIONS			
					N		%	
450-495	350	(1411)	1779	(6972)	98	(557)	5.5	(8.0)
400-449	450		2271		184		8.1	
350-399	366		1719		152		8.8	
300-349	245		1203		123		10.2	
250-299	149	(493)	670	(2161)	94	(294)	14.0	(13.6)
200-249	90		359		61		17.0	
Below 200	254		1132		139		12.3	
TOTAL	1904		9133		851		9.3	

TABLE 107

PROPORTIONS OF REGISTRATIONS BY NATIVE STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN WITHDRAWALS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		WITHDRAWALS			
					N		%	
450-495	265	(768)	1362	(3910)	36	(88)	2.6	(2.3)
400-449	268		1370		33		2.4	
350-399	160		793		14		1.8	
300-349	75		385		5		1.3	
250-299	15	(18)	77	(93)	1	(1)	1.3	(1.1)
200-249	3		16		0		0	
Below 200	0		0		0		0	
TOTAL	786		4003		89		2.2	

TABLE 108

PROPORTIONS OF REGISTRATIONS BY
PUBLIC JUNIOR COLLEGE TRANSFER STUDENTS
ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966
WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN WITHDRAWALS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		WITHDRAWALS			
					N		%	
450-495	62	(515)	313	(2469)	6	(72)	1.9	(2.9)
400-449	141		706		18		2.5	
350-399	168		764		22		2.9	
300-349	144		686		26		3.8	
250-299	112	(377)	502	(1634)	19	(87)	3.8	(5.3)
200-249	71		282		12		4.3	
Below 200	194		850		56		6.6	
TOTAL	892		4103		159		3.9	

TABLE 109

PROPORTIONS OF REGISTRATIONS BY OTHER TRANSFERS* ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN WITHDRAWLS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		WITHDRAWALS			
					N		%	
450-495	23	(128)	104	(593)	4	(18)	3.8	(3.0)
400-449	41		195		3		1.5	
350-399	38		162		8		4.9	
300-349	26		132		3		2.3	
250-299	22	(98)	91	(434)	3	(22)	3.3	(5.1)
200-249	16		61		4		6.6	
Below 200	60		282		15		5.3	
TOTAL	226		1027		40		3.9	

---

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

TABLE 110

PROPORTIONS OF REGISTRATIONS BY ALL STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN WITHDRAWLS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8TERMS		WITHDRAWALS			
					N		%	
450-495	350	(1411)	1779	(6972)	46	(178)	2.6	(2.6)
400-449	450		2271		54		2.4	
350-399	366		1719		44		2.6	
300-349	245		1203		34		2.8	
250-299	149	(493)	670	(2161)	23	(110)	3.4	(5.1)
200-249	90		359		16		4.5	
Below 200	254		1132		71		6.3	
TOTAL	1904		9133		288		3.2	

TABLE 111

PROPORTIONS OF REGISTRATIONS BY NATIVE STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN SUSPENSIONS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		SUSPENSIONS			
					N		%	
450-495	265	(768)	1362	(3910)	27	(54)	2.0	(1.4)
400-449	268		1370		13		1.0	
350-399	160		793		10		1.3	
300-349	75		385		4		1.0	
250-299	15	(18)	77	(93)	0	(0)	0	(0)
200-249	3		16		0		0	
Below 200	0		0		0		0	
TOTAL	786		4003		54		1.3	

TABLE 112

PROPORTIONS OF REGISTRATIONS BY PUBLIC JUNIOR COLLEGE TRANSFERS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN SUSPENSIONS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		SUSPENSIONS			
					N		%	
450-495	62	(515)	313	(2469)	9	(117)	2.9	(4.7)
400-449	141		706		30		4.2	
350-399	168		764		40		5.2	
300-349	144		686		38		5.5	
250-299	112	(377)	502	(1634)	32	(103)	6.4	(6.3)
200-249	71		282		24		8.5	
Below 200	194		850		47		5.5	
TOTAL	892		4103		220		5.4	

TABLE 113

PROPORTIONS OF REGISTRATIONS BY OTHER TRANSFER STUDENTS* ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN SUSPENSIONS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		SUSPENSIONS			
					N		%	
450-495	23	(128)	104	(593)	3	(25)	2.9	(4.2)
400-449	41		195		6		3.1	
350-399	38		162		11		6.8	
300-349	26		132		5		3.8	
250-299	22	(98)	91	(434)	6	(23)	6.6	(5.3)
200-249	16		61		5		8.2	
Below 200	60		282		12		4.3	
TOTAL	226		1027		48		4.7	

---

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges.

TABLE 114

PROPORTIONS OF REGISTRATIONS BY ALL STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES THAT RESULTED IN SUSPENSIONS FROM SCHOOL

PLACEMENT TEST SCORES	NUMBER STUDENTS ENROLLED FALL, 1966		NUMBER REGISTRATIONS OVER 8 TERMS		SUSPENSIONS			
					N		%	
450-495	350	(1411)	1779	(6972)	39	(196)	2.2	(2.8)
400-449	450		2271		49		2.2	
350-399	366		1719		61		3.5	
300-349	245		1203		47		3.9	
250-299	149	(493)	670	(2161)	38	(126)	5.7	(5.8)
200-249	90		359		29		8.1	
Below 200	254		1132		59		5.2	
TOTAL	1904		9133		322		3.5	

TABLE 115

PROGRESS TOWARDS GRADUATION OVER AN EIGHT-TERM PERIOD OF STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY PLACEMENT TEST SCORES

PTS	NUMBER TESTED				NUMBER GRADUATED				PERCENTAGE GRADUATED			
	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL
450-495	265	62	23	350	164	22	10	196	61.9	35.5	43.5	56.0
400-449	268	141	41	450	160	55	21	236	59.7	39.0	51.2	52.4
350-399	160	168	38	366	107	50	11	168	66.9	29.8	28.9	45.9
300-349	75	144	26	245	51	54	12	117	68.0	37.5	46.2	47.8
250-299	15	112	22	149	10	41	10	61	66.7	36.6	45.5	40.9
200-249	3	71	16	90	2	17	4	23	66.7	23.9	25.0	25.6
Below 200	0	194	60	254	0	51	26	77	0	26.3	43.3	30.3
TOTAL**	786	892	226	1904	494	290	94	878	62.8	32.5	41.6	46.1

* This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, the out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. See Appendix Tables 56-60.

** Not all the students admitted to the upper division had taken the placement tests. As a result, the total number listed differs from the total number registered. See Appendix Tables 53-60.

TABLE 116

PROGRESS TOWARDS GRADUATION OVER AN EIGHT-TERM PERIOD OF STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1966 WHEN GROUPED BY SCORES ON THE PLACEMENT TESTS

PTS	NUMBER TESTED				NUMBER GRADUATED				PERCENTAGE GRADUATED			
	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL	UNIVERSITY COLLEGE	PUBLIC JUNIOR COLLEGES	OTHERS*	TOTAL
300 or above	768	515	128	1411	482	181	54	717	62.8	35.1	42.2	50.8
Below 300	18	377	98	493	12	109	40	161	66.7	28.9	40.8	32.7
TOTAL**	786	892	226	1904	494	290	94	878	62.8	32.5	41.6	46.1

*This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. See Appendix Tables 56-60.

**Not all the students admitted to the upper division had taken the placement tests. As a result, the total number listed differs from the total number registered. See Appendix Tables 53-60.

TABLE 117

PROPORTIONS OF REGISTRATIONS BY STUDENTS FROM INDIVIDUAL PUBLIC JUNIOR COLLEGES THAT RESULTED OVER EIGHT-TERMS IN THE UPPER DIVISION IN 2.0+ GRADE-POINT AVERAGES, ACADEMIC PROBATIONS, SUSPENSIONS, AND WITHDRAWLS, 1966-68

INSTITUTIONS	NUMBER ENROLLED FALL, 1966	NUMBER REGISTRATIONS OVER 8 TERMS	N				%			
			GPA of 2.0+	PROBATIONS	SUSPENSIONS	WITHDREW	GPA of 2.0+	PROBATIONS	SUSPENSIONS	WITHDREW
A	32	142	109	14	11	5	76.8	9.9	7.7	3.5
B	53	238	191	27	13	7	80.3	11.3	5.5	2.9
C	41	188	151	19	9	5	80.3	10.1	4.8	2.7
D	50	238	186	27	13	7	78.2	11.3	5.5	2.9
E	83	385	294	46	20	20	76.4	11.9	5.2	5.2
F	179	865	696	107	22	26	80.5	12.4	2.5	3.0
G	83	379	290	44	17	19	76.5	11.6	4.5	5.0
H	30	154	121	20	10	3	78.6	13.0	6.5	1.9
I	71	330	250	37	24	14	75.8	11.2	7.3	4.2
J	57	265	189	33	18	19	71.3	12.5	6.8	7.2
K	37	167	118	26	13	8	70.7	15.6	7.8	4.8
L	36	131	91	20	13	5	69.5	15.3	9.9	3.8
M	67	282	198	36	23	16	70.2	12.8	8.2	5.7
N-T	102	469	345	81	23	13	73.6	17.3	4.9	2.8

TABLE 118

Mean placement test scores, mean lower-division grade-point averages, mean upper-division grade-point averages, and coefficients of correlation between these variables for native students, public junior college transfers, and other transfers who had graduated by the end of the summer term of 1968 and who were still enrolled in school in the fall term of 1968.*

INSTITUTIONS ADMITTED FROM	$\bar{X}$								r					
	PLACEMENT TEST SCORES			GRADE-POINT AVERAGE IN LOWER DIVISION			GRADE-POINT AVERAGE IN UPPER DIVISION		GRADUATED BY END SUMMER, 1968			STILL ENROLLED IN SCHOOL FALL, 1968		
	REGISTERED FALL, 1966	GRADUATED BY END SUMMER, 1968	STILL ENROLLED FALL, 1968	REGISTERED FALL, 1966	GRADUATED BY END SUMMER, 1968	STILL ENROLLED FALL, 1968	GRADUATED BY END SUMMER, 1968	STILL ENROLLED FALL, 1968	PLACEMENT TEST SCORES AND GPA LOWER DIVISION	PLACEMENT TEST SCORES AND GPA UPPER DIVISION	GPA LOWER DIVISION & GPA UPPER DIVISION	PLACEMENT TEST SCORES AND GPA LOWER DIVISION	PLACEMENT TEST SCORES AND GPA UPPER DIVISION	GPA LOWER DIVISION & GPA UPPER DIVISION
UNIVERSITY COLLEGE	419	417	425	2.56	2.58	2.53	2.65	2.49	.52	.44	.92	.38	.35	.86
PUBLIC JUNIOR COLLEGES OF FLORIDA	317	338	342	2.61	2.71	2.60	2.51	2.18	.37	.29	.50	.24	.16	.46
OTHERS**	314	353		2.66	2.68		2.62		.41	.45	.46			

*No attempt was made to break these larger groups down into smaller subgroups--i.e., into groups of transfers from individual public junior colleges or into groups of students admitted to the various upper-division colleges--because even where a relatively large number of students enrolled in the upper division in the fall term of 1966, the number of students in these subgroups who (1) had graduated by the end of the summer term of 1968 and (2) who were still enrolled in the fall term of 1968 were generally so small that it was unlikely that reliable coefficients of correlation could be computed for them.

**This category includes transfers from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges (see Appendix Tables 55-60). The group of other transfers still enrolled in school in the fall term of 1968 was too small to compute coefficients of correlation.

PART III

DATA RELATED TO MAJOR GROUPS OF STUDENTS ADMITTED TO THE UPPER DIVISION IN THE FALL TERM OF 1967

TABLE 119

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE UNIVERSITY COLLEGE IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	837	20	3	88	725	0	2.4	.4	10.5	86.6	0
Winter 1968	807	12	28	56	710	0	1.5	3.5	6.9	88.0	0
Spring 1968	787	6	19	54	702	3	.8	2.4	6.9	89.2	.4
Summer 1968	218	10	4	7	192	6	4.6	1.8	3.2	88.1	2.7
Fall 1968	757	8	15	57	672	21	1.1	2.0	7.5	88.8	2.8
Winter 1969	721	6	20	28	664	58	.8	2.8	3.9	92.1	8.0

TABLE 120

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PUBLIC JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	1099	43	19	277	755	0	3.9	1.7	25.2	68.7	0
Winter 1968	1014	13	110	147	734	0	1.3	10.8	14.5	72.4	0
Spring 1968	914	24	54	112	701	0	2.6	5.9	12.3	76.7	0
Summer 1968	272	16	14	15	220	0	5.9	5.1	5.5	80.9	0
Fall 1968	843	21	36	73	708	1	2.5	4.3	8.7	84.0	.1
Winter 1969	795	18	15	58	696	31	2.3	1.9	7.3	87.5	3.9

TABLE 121

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OTHER INSTITUTIONS* IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	346	11	14	73	246	0	3.2	4.0	21.1	71.1	0
Winter 1968	306	4	19	34	242	0	1.3	6.2	11.1	79.1	0
Spring 1968	280	3	15	30	229	2	1.1	5.4	10.7	81.8	.7
Summer 1968	104	7	7	8	82	5	6.7	6.7	7.7	78.8	4.8
Fall 1968	261	0	14	25	218	7	0	5.4	9.6	83.5	2.7
Winter 1969	237	2	8	10	215	22	.8	3.4	4.2	90.7	9.3

*This category includes students from the public senior institutions of Florida, the private senior institutions of Florida, out-of-state senior institutions, the private junior colleges of Florida, and out-of-state junior colleges. Appendix Tables 122-126 present the data on each of these institutions

TABLE 122

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PUBLIC SENIOR INSTITUTIONS OF FLORIDA IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	32	2	0	6	24	0	6.3	0	18.8	75.0	0
Winter 1968	29	0	1	5	23	0					
Spring 1968	29	0	2	2	25	1					
Summer 1968	11	0	0	2	8	2					
Fall 1968	25	0	1	3	21	3					
Winter 1969	19	0	2	0	17	2					

TABLE 123

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PRIVATE SENIOR INSTITUTIONS OF FLORIDA IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	34	0	0	5	28	0	0	0	14.7	82.4	0
Winter 1968	31	1	3	2	25	0	3.2	9.7	6.5	80.6	0
Spring 1968	27	0	0	1	26	0					
Summer 1968	12	0	1	0	12	0					
Fall 1968	30	0	1	1	27	1	0	3.3	3.3	90.0	3.3
Winter 1969	26	0	0	1	25	2					

TABLE 124

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OUT-OF-STATE SENIOR INSTITUTIONS IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	130	2	6	25	97	0	1.5	4.6	19.2	74.6	0
Winter 1968	114	1	5	4	99	0	.9	4.4	3.5	86.8	0
Spring 1968	103	1	3	11	89	1	1.0	2.9	10.7	86.4	1.0
Summer 1968	38	3	0	1	33	2	7.9	0	2.6	86.8	5.3
Fall 1968	96	0	2	6	85	3	0	2.1	6.3	88.5	3.1
Winter 1969	90	1	2	2	83	12	1.1	2.2	2.2	92.2	13.3

TABLE 125

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM THE PRIVATE JUNIOR COLLEGES OF FLORIDA IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	71	3	1	11	56	0	4.2	1.4	15.5	78.9	0
Winter 1968	65	1	3	14	46	0	1.5	4.6	21.5	70.8	0
Spring 1968	58	0	4	9	42	0	0	6.9	15.5	72.4	0
Summer 1968	17	2	1	3	11	0					
Fall 1968	56	0	5	5	45	0	0	8.9	8.9	80.4	0
Winter 1969	52	1	2	2	48	1	1.9	3.8	3.8	92.3	1.9

TABLE 126

ACADEMIC RECORD OF STUDENTS ADMITTED TO THE UPPER DIVISION FROM OUT-OF-STATE JUNIOR COLLEGES IN THE FALL TERM OF 1967

TERM IN THE UNIVERSITY	N						%				
	R	W	S	P	2.0+	G	W	S	P	2.0+	G
Fall 1967	79	4	7	26	41	0	5.1	8.9	32.9	51.9	0
Winter 1968	67	1	7	9	49	0	1.5	10.4	13.4	73.1	0
Spring 1968	63	2	6	7	47	0	3.2	9.5	11.1	74.6	0
Summer 1968	26	2	5	2	18	1					
Fall 1968	54	0	5	10	40	0	0	9.3	18.5	74.1	0
Winter 1969	50	0	2	5	42	5	0	4.0	10.0	84.0	10.0

TABLE 127

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
THE UNIVERSITY COLLEGE
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	837	418(798)	2.61(837)	2.69(817)
Winter 1968	807	418(771)	2.62(807)	2.72(793)
Spring 1968	787	418(755)	2.62(787)	2.78(779)
Summer 1968	218	416(206)	2.57(218)	2.81(211)
Fall 1968	757	418(729)	2.63(757)	2.86(745)
Winter 1969	721	418(697)	2.63(721)	2.92(714)
Grade-point average for the six-term period				2.79

TABLE 128

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
THE PUBLIC JUNIOR COLLEGES OF FLORIDA
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	1099	315(1051)	2.62(1099)	2.29(1052)
Winter 1968	1014	319(969)	2.63(1014)	2.35(989)
Spring 1968	914	321(872)	2.66(914)	2.48(881)
Summer 1968	272	313(257)	2.63(272)	2.58(261)
Fall 1968	843	322(804)	2.67(843)	2.59(818)
Winter 1969	795	322(759)	2.68(795)	2.78(775)
Grade-point average for the six-term period				2.48

TABLE 129

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
OTHER INSTITUTIONS*
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	346	324(274)	2.64(346)	2.41(334)
Winter 1968	306	326(244)	2.67(306)	2.52(295)
Spring 1968	280	327(219)	2.69(280)	2.57(276)
Summer 1968	104	316(84)	2.63(104)	2.71(99)
Fall 1968	261	325(210)	2.70(261)	2.67(260)
Winter 1969	237	323(188)	2.70(237)	2.86(234)
Grade-point average over the six-term period				2.60

* This category includes transfers from public senior institutions of Florida, the private senior institution of Florida, out-of-state senior institution, the private junior colleges of Florida, and out-of-state junior colleges. See Appendix Tables 130-134.

TABLE 130

Means of Florida State-Wide Twelfth Grade Testing Program tests,
grade-point averages in the lower division, and grade-point averages
in the upper division of students admitted to
THE UPPER DIVISION
from
THE PUBLIC SENIOR INSTITUTIONS OF FLORIDA
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	32	349(29)	2.69(32)	2.60(30)
Winter 1968	29			
Spring 1968	29			
Summer 1968	11			
Fall 1968	25			
Winter 1969	19			
Grade-point average for the six-term period				2.69

TABLE 131

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE PRIVATE SENIOR INSTITUTIONS OF FLORIDA
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	34	351(27)	2.72(34)	2.71(34)
Winter 1968	31	345(25)	2.67(31)	2.71(30)
Spring 1968	27			
Summer 1968	12			
Fall 1968	30	345(25)	2.68(30)	3.10(29)
Winter 1969	26			
Grade-point average for the six-term period				2.88

TABLE 132

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
From
OUT-OF-STATE SENIOR INSTITUTIONS
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	130	341(85)	2.71(130)	2.52(127)
Winter 1968	114	347(75)	2.72(114)	2.67(109)
Spring 1968	103	354(64)	2.74(103)	2.68(102)
Summer 1968	38	376(26)	2.61(38)	2.87(36)
Fall 1968	96	347(62)	2.76(96)	2.77(96)
Winter 1969	90	347(57)	2.76(90)	2.95(88)
Grade-point average for the six-term period				2.71

TABLE 133

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
THE PRIVATE JUNIOR COLLEGES OF FLORIDA
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	71	322(69)	2.54(71)	2.36(68)
Winter 1968	65	322(63)	2.51(65)	2.27(62)
Spring 1968	58	321(56)	2.52(58)	2.29(57)
Summer 1968	17			
Fall 1968	56	311(54)	2.53(56)	2.49(56)
Winter 1969	52	311(50)	2.54(52)	2.80(51)
Grade-point average for the six-term period				2.42

TABLE 134

Means of Florida State-Wide Twelfth Grade Testing Program tests, grade-point averages in the lower division, and grade-point averages in the upper division of students admitted to
THE UPPER DIVISION
from
OUT-OF-STATE JUNIOR COLLEGES
In the Fall Term of 1967

TERM IN THE UNIVERSITY	R	X		
		PTS	GPA-LD	GPA-UD
Fall 1967	79	281 (64)	2.70 (79)	2.07 (75)
Winter 1968	67	283 (54)	2.72 (67)	2.37 (65)
Spring 1968	63	282 (50)	2.77 (63)	2.43 (61)
Summer 1968	26			
Fall 1968	54	286 (45)	2.77 (54)	2.48 (54)
Winter 1969	50	289 (40)	2.78 (50)	2.72 (50)
Grade-point average for the six-term period				2.39